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ABSTRACT

This description of the gifted education program of the Des Moines (Iowa) public schools is organized into five sections: (1) context evaluation, (2) input evaluation, (3) process evaluation, (4) product evaluation, and future planning. The context evaluation section notes that the state-mandated programs provide services to students identified as gifted in any of five areas and that program options include differentiated instruction, curriculum replacement, acceleration, course compacting, pull-outs, competitions, summer and Saturday programs, and the half-day Central Academy program. The section on input evaluation notes the Gifted and Talented Education budget is less than one percent of the district operating budget and is based on a funding formula. The third section, on processing evaluation, reviews program implementation in the areas of student identification, facilitation of appropriate curriculum and support services, and continual monitoring of student needs. The fourth section, on product evaluation, notes the high numbers of students taking Advanced Placement exams, national recognition of the Central Academy program, and services to over 4000 students. The final section, on future planning, reports on plans for formalized acceleration programs in science and social studies and planned growth of Central Academy. Six appendices provide additional detail on program organization, offerings, and evidence of effectiveness. (DB)

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# DIVISION OF TEACHING AND LEARNING

# PROGRAM EVALUATION

## GIFTED AND TALENTED EDUCATION

### Grades K-12

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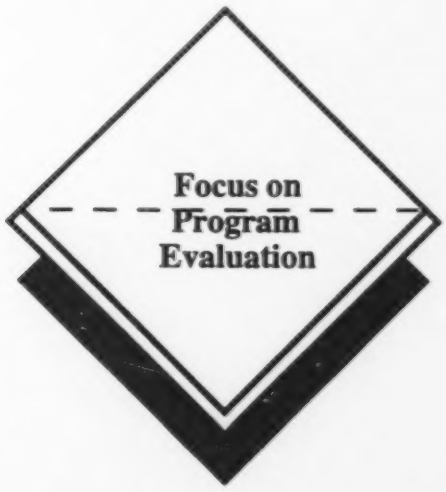


**September 1996**

EC 305827



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# GIFTED AND TALENTED EDUCATION
# K-12


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**September 1996**

# EVALUATION ABSTRACT
# GIFTED/TALENTED EDUCATION
# September 1996

## Context Evaluation

Gifted and Talented Education Programs, as instructional support services, are offered in forty-two elementary buildings, ten middle schools, five traditional high schools, four alternative schools, and Central Campus. This state mandated program provides services to those students who are exceptional in one or more of the five areas of giftedness as defined by the Iowa Department of Education: Intellectual, Specific Ability Aptitude, Creative/Productive Thinking, Leadership, or Visual and Performing Arts. Program options include differentiated instruction, curriculum replacement, acceleration, course compacting, special programs, mentors, pull-outs, community resources, competitions, summer and Saturday programs, plus Central Academy, a half-day program designed specifically to facilitate high academic needs, grades 8 through 12, in math, science, social studies, and language arts. The Gifted and Talented Education Program exceeds all state requirements and is recognized as an exemplary program in the mid-west and the nation.

## Input Evaluation

The Gifted and Talented Education budget is currently funded through the Instructional Support Levy and Additional Allowable Growth based upon the state allowable growth funding formula. The current ratio of funding is 52% instructional levy and 48% allowable growth. Student fees and private donations supplement the $1.5 million budget. The total gifted program budget is less than 1% of the district operating budget.

## Process Evaluation

The process of implementing the G/T program includes (1) identification of students requiring support services, (2) facilitating appropriate curriculum and services to support these students, (3) continual monitoring and review of student needs. Imperative to this effort is the instruction and training for district staff and parents, the constant need for advocacy for these students, the careful monitoring of the G/T budget, the development of new and creative options to provide for student and staff needs, and support for G/T staff and district administrators in facilitating student needs.

## Product Evaluation

As a direct result of Gifted and Talented Education programs, Des Moines Public School students have achieved exit level academic skills which are among the best in the nation. The number of Advanced Placement exams taken has increased from 38 in 1988 to over 600 in 1996. Des Moines Central Academy was recognized in 1996 as one of the top 100 AP programs in the nation, ranking 12th among programs in the Midwest region. District wide, the G/T program serves over 4000 Des Moines Public Schools students. Significant increases in numbers of students working at advanced curriculum levels have occurred over the past three years.

## Future Planning

Gifted and Talented Education continually looks for new and creative ways to meet the needs of exceptional children. Formalized acceleration programs, similar to the current ones in mathematics and reading, will be incorporated into the G/T programming in science and social science. Additional upper levels of curriculum will be added to the current offerings. Greater articulation and programming through metro area secondary and post-secondary institutions will take place. Physical improvements and continued growth of Central Academy will provide appropriate challenging educational opportunities for exceptional young Central Iowa scholars.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Education Research Service (ERS).

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## DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

## GIFTED/TALENTED MISSION STATEMENT

"The mission of the Gifted/Talented program is to identify and serve those students who are exceptional in one or more of the five areas of giftedness, as defined by the Iowa Department of Education and the U.S. Department of Education:

Intellectual
Specific Ability Aptitude
Creative/Productive Thinking
Leadership
Visual and Performing Arts

The needs of these students will be met through a differentiated curriculum that provides enhanced learning opportunities. These opportunities will be offered in a total school / community environment that integrates the cognitive, emotional, and social development of students identified for the program."

## DEFINITION OF GIFTED & TALENTED STUDENTS

taken from

**National Excellence**

**A Case for Developing America's Talent**

October 1993

Children and youth with outstanding talent perform or show the potential for performing at remarkable high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

# CONTEXT EVALUATION

## History

Can the needs of gifted/talented students be met through traditional programming in the regular classroom? Forty-one years ago a parent, Paula Brown, believed the answer was "No!" At her insistence, along with that of other parents, the superintendent of the Des Moines Public Schools established a study committee to examine this issue. Since the education of the gifted was to be classed as a special education area, it operated under the Central Committee on Special Education, a responsibility of the Department of Pupil Adjustment. Letters were sent to each of the (then) forty-eight state departments of education requesting information about programs being conducted in the area of the gifted. Follow-up letters were sent to superintendents and curriculum directors of city school systems mentioned by those who answered the first request.

In 1956 a regular teacher was released from classroom duties for one school year to serve as resource consultant for the research study of the education of the gifted in the Des Moines Schools. Various methods of program delivery were piloted in selected elementary schools. In one third grade classroom, students were selected on the basis of test record cards and teacher judgment to be cluster grouped for instruction. At the secondary level special groups were organized in mathematics, history, English, chemistry, creative writing, and Spanish.

As the program evolved, certain elementary schools were selected to house special classes for the "academically talented" as the program was then called. Students came from across the district to attend on a full-time basis. At these sites gifted students spent one-half day with the teacher of the gifted who delivered instruction in Social Studies, Science, and Language Arts. They stayed with their gifted peers for the remainder of the day to attend classes in math, music, and physical education taught by the regular building teacher. Much of the instruction at that time was by television. The teachers of the gifted were quite free to adapt the district curriculum and enrich it to meet the needs of their students. It included much creative expression in areas of writing, music composition, and art. Social service was a strong component both within the building and as an outreach to the community. Many resource speakers came to the classes and students took field trips into the community. At the secondary level tracking was used to channel the academically talented students to appropriate classes. In 1972-73 the separate classes for elementary gifted students were abolished.

One national survey (the Marland Report, 1972) revealed that 57.5% of administrators in United States schools believed that they had *no* gifted pupils. This same survey further showed that even when they were recognized as gifted, one-third of these students were given no special instruction. The remaining two-thirds largely received only token assistance.

Des Moines became a leader nationally in visions for programming for gifted/talented students. By 1976 one full time staff person was hired to coordinate the gifted/talented program. There was no secretarial help and the budget was $1000. Grants were written and funding for programs such as Project Nifty, were received from the Federal government through applications made with the Department of Public Instruction, and through private sources such as the Northwest Area Foundation.

During the 1976-77 school year a Gifted and Multi-Talented Advisory Council, comprised of parents, educators, and community persons was established to represent the community in planning and communicating programs and needs of gifted and talented students to both the school administration and the community. This group, chaired by a community person, continues to

meet on a regular basis to provide community input and advice to the supervisor and staff of gifted education.

In 1982-83 a Saturday Math/Science Institute was established to provide advanced level instruction for secondary students. From this concept, the Central Academy was established in 1985-86. This half-day program provides challenging, fast-paced, academic curriculum for students with exceptional abilities in grades 8 through 12. An emphasis on Advanced Placement classes allows students to graduate with multiple hours of college credit or advanced college standing.

Recognizing the need for funds to support education of the gifted, the Iowa Legislature, in 1983, passed an enabling provision, Modified Allowable Growth Funding, in which districts could fund gifted/talented programs with local property tax money without voter approval. This formula, district cost per pupil times district budget enrollment times 1.2%, stipulated that 75% would be new money and 25% would come from district funds. A district approved plan has to be submitted yearly by November 1 to the Department of Education and approved according to the guidelines established by law. Des Moines used this funding plan from 1983 until 1991, when money from the Instructional Support Levy began supporting the program. During the 1993-94 school year the district returned to partial funding from additional allowable growth monies. Currently, 47% of the G/T budget comes from this source.

The Minimum Iowa School Accreditation Standard mandated that by July 1, 1992, all accredited school districts must have a Kindergarten through 12th grade gifted/talented program. With the encouragement of parents over the years and support of district administration, the Des Moines district had in place a commendable program. Gifted/talented education is now staffed by a supervisor, 1.5 secretaries, ten consultants, and a counselor. The $1.5 million budget (0.7% of the district operating budget) also provides for seven Central Academy teachers, and a stipend for 62 teachers, designated as the Gifted/Talented Program Coordinator for their building. This staff provides identification and a wide range of programming options, both enrichment and acceleration, for gifted/talented students in the Des Moines Public Schools.

Two recent publications from the U.S. Department of Education emphasized the need and importance of programs for gifted and highly talented youth. In October of 1993 the U.S. Department of Education published *National Excellence A Case for Developing America's Talent.* This national study reinforced the need "to challenge our top performing students to greater heights if our nation is to achieve a world class educational system." It indicates how "the message society often sends to students is to aim for academic *adequacy*, not academic *excellence*." Numerous statistics and studies are cited in this publication, many of which indicate our previous disregard for meeting needs of high ability students. This includes reports from several large corporations [Texas Instruments, Bell Laboratories, IBM, etc.] who hire a significant percent of their mathematicians and scientists from foreign-educated people due to the lack of preparation and interest in our own students. Today, programs for gifted and talented students exist in every state. Over 65% of all public schools in the nation have some opportunity for gifted and talented students. In a Gallup poll conducted in 1992, 61% of respondents said schools should do more to challenge the brightest children, 35% said the schools should continue to do the same and only 2% said schools should do less. Although this poll indicates strong community support for challenging talented students, there continues to exist a distrust of scholarship and a reverence for average. This report quotes Richard Hofstadter's book *Anti-Intellectualism in American Life:* "Again and again, it has been noticed that intellect in America is resented as a kind of excellence, as a claim to distinction, as a challenge to egalitarianism, as a quality which almost certainly deprives a man or woman of the common touch." "The nation's high ability students receive mixed messages. Our society urges these young people to do well in school; but it also encourages them not to flaunt their intelligence and in some cases to avoid high grades and excellent academic achievement altogether." Information from this document, including the report's

recommendations, have been used to strengthen and expand the program for gifted students in Des Moines Public Schools.

The second publication is a memorandum from the U.S. Secretary of Education, the Honorable Richard W. Riley, dated April 1996. In this memo, addressed to readers of the *Gifted Child Quarterly,* Secretary Riley reiterates the need for quality education and our need to"encourage the performance of our highest achieving students ...." He states in this memo that under the Elementary and Secondary Education Act (ESEA), most of the federally-sponsored programs in education have been changed to emphasize acceleration or enrichment of students' education rather than remediation. Acceleration and enrichment models are both cornerstones in programming for gifted. Des Moines Public schools has been a leader in the use of acceleration, curriculum compacting and focused enrichment programs to help the development of highly talented children.

## Standards, Policies, and Regulations

State Legislation and Standards

The Iowa School Accreditation Standard stated below indicates that school districts must have in place by the start of the 1991-92 school year a program for gifted and talented students.

> 4.5(12) **Provisions for gifted and talented students.** The board shall have a program to meet the needs of gifted and talented students. The program shall include valid and systematic procedures, employing multiple criteria, for identifying gifted and talented students including ethnic and language diverse students if such students are enrolled; provisions for curricular programming to meet the needs of identified gifted and talented students; support services, including materials and staff, to ensure that a qualitatively differentiated program is provided; and a procedure for annual review and evaluation for the purpose of program improvement.

Two other accreditation standards affecting gifted and talented students relate to the awarding of credit by examination and standards for graduation.

> 4.5(19) **Credit**. A student shall receive a credit or a partial credit upon successful completion of a course which meets one of the criteria in subrule 4.5(17). The board may award credit on a performance basis through the administration of an examination, provided the examination covers the content ordinarily included in the regular course.
> 4.3(7) **Standards for graduation.** Each board providing a program through grade twelve shall adopt a policy establishing the requirements students must meet for high school graduation. This policy shall make provision for early graduation and shall be consistent with these standards and the Iowa Code.

The **Postsecondary Enrollment Options Act** implemented in 1989 allows those students who qualify to take eligible courses at an Iowa postsecondary school, such as an area college, or a four-year college, and have the cost of tuition, fees, and books up to $250 paid by their home school district. Credit earned in the courses must be counted at the home school as well as at the postsecondary institution. An "eligible course" is a non-sectarian course that is not comparable to a course taught in the high school the student attends.

In 1992, House File 2247 amended the Postsecondary Enrollment Options Act to make eligible, in addition to 11th and 12th grade students, 9th and 10th grade students who have been identified as gifted according to their school's identification procedure. Previously the Act was open only to those students not taking a full schedule of high school classes, that is, a student who had at least

one study hall. Now a student may take a full schedule of high school courses and still participate in the postsecondary enrollment privilege.

The Iowa Administrative Code 282 14.20(13) details the rules for the **Talented and Gifted Teacher/Coordinator Endorsement.**

a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.
b. Program requirements--content. Completion of 12 graduate semester hours of course work in the area of the gifted and talented to include the following:

(1) Psychology of the gifted
(2) Programming for the gifted
(3) Administration and supervision of gifted programs
(4) Practicum experience in gifted programs.

Note: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

On October 15, 1992, the Legislative Rules Review Committee declared the endorsement officially in effect. It is required of anyone who was initially licensed to teach after 1995, if he/she wishes to be a teacher or coordinator of a gifted program at any grade level. Persons with credits from out-of-state institutions may now request a review of their transcripts by the Bureau of Practitioner Preparation and Licensure to see if they meet the qualifications for the endorsement. Those with credits from Iowa institutions need to apply for the endorsement through a college or university that has a Department of Education approved preparation program for the endorsement.

The Iowa Administrative Code 257.43 Program Plans, details the requirements for **Gifted and talented programs** within Iowa. The program [plans submitted by school districts] shall include all of the following:

1. Program goals, objectives, and activities to meet the needs of gifted and talented children.
2. Student identification criteria and procedures.
3. Staff in-service education design.
4. Staff utilization plans.
5. Evaluation criteria and procedures and performance measures.
6. Program budget.
7. Qualifications required of personnel administering the program.
8. Other factors the department requires.

89 Acts, ch 135, §43

Des Moines Public Schools Board Policies directly relating to gifted and talented programs include:

SERIES 600, Code 600 TITLE GUIDING PRINCIPLES

".....All children should have the opportunity to be educated to the full extent of their abilities, aptitudes, capabilities, and interests through a program that recognizes and provides for the individual differences of all children ..... .....The educational program shall endeavor to meet the academic, vocational, physical and aesthetic needs of our student population ..... "

SERIES 600, Code 620 TITLE SPECIAL CLASSES, SCHOOLS AND SERVICES

".....the Des Moines Independent Community School district shall conduct such special classes, schools and services for pupils as may be needed. Such classes, schools and services shall be established to provide for pupil differences in achievement, ability, ..... as required by state and federal law."

SERIES 600, Code 635 TITLE ASSIGNMENT TO PROGRAMS AND CLASSES

"Every student shall be placed in school programs that will provide appropriate learning opportunities and experiences for continuous progress in school. Students shall be assigned to grade levels and special classes based upon evidence of achievement in school."

SERIES 600, Code 636 TITLE CLASS SIZE

"Class size may vary with consideration given to:

(a) Age, curriculum, achievement, and grade level;
(b) Nature of instructional program
.....
(d) The nature of the learner; and
(e) State or federal rules or regulations ....."

SERIES 600, Code 637 TITLE ASSIGNMENT TO GROUPS

"Grouping pupils into classroom units shall be primarily for the purpose of instruction. Grouping pupils by instruction levels shall be done for the purpose of providing an improved education opportunity so that each child has the opportunity to develop to the maximum of his/her potential.

Des Moines Public Schools Administrative Procedures Code 635 (Authority for Acceleration)

"When it appears that a student needs an accelerated program placement in one or more academic areas, the following categories of information should be reviewed to identify the need for program reassignment: (listed are 10 categories of information).

Current Program Description

How The Program Functions

The Des Moines Independent Community School District is committed to providing a quality educational program where *all* are expected to learn. For those students who are identified as possessing demonstrated or potential abilities beyond those of the traditional school population, the Gifted/Talented program is dedicated to providing support services to facilitate their unique intellectual and social-emotional needs.

A. Identification

Teachers, consultants, support staff, parents, community members or peers may suggest students who could require gifted/talented support services. Multiple criteria, including standardized tests (achievement, creativity, and intelligence), rating scales, authentic assessment such as product evaluation and portfolio assessment, personal interviews, behavioral checklists, and teacher observations, are used to screen students to ensure that ethnic and language diverse students are identified in the program. Additional emphasis is placed upon identifying students from populations under-represented in gifted education. These include (as noted in **National Excellence**) economically disadvantaged and identified racial and ethnic groups. Currently

14.8% of the students (663 of 4,478) identified for G/T support services come from an identified minority population. This number has continued to increase in each of the last five years, but it is barely matching the total district minority increase and still lags behind anticipated percentages. Des Moines statistics correspond with national statistics in terms of percentages of minority students being served by gifted programs. Building teams, comprised of the Gifted/Talented Building Coordinator, the principal, teachers and support staff representing various grade levels and curricular areas, make placement decisions based on student ability and need. Some students are identified for direct services from the program, others for the talent pool (a somewhat larger group of students with exceptional abilities but with less need for curricular differentiation). The level of service is based upon the degree of need for curricular modification and the identification category.

B. Program Placement

Those students with the greatest support needs in each building's population may be identified for direct services. This normally involves significant curriculum accommodations or additional resources. Many students will be placed in a talent pool rather than the direct service group. These students require less curriculum differentiation to meet their needs. Many self-select options, including several noted below, are available for these students. In each case, classroom teachers are made aware of student potential and provide differentiation as needed. Program support may include:

1. Development of an individual written plan.
2. Curriculum differentiation provided by classroom teachers.
3. Placement of students in special classes, out-of-grade level content area, independent study, cluster grouping (students with similar abilities grouped together), Advanced Placement classes, off-campus opportunities, or appropriate co-curricular or extra-curricular enrichment activities.
4. G/T resource room with full time teacher at Edmunds Fine Arts Academy, (students enrolling by voluntary transfer receive bus transportation.)
5. Special programs
   - A. Qualified students in grades 8 to 12 may elect to attend Central Academy, a half-day academically accelerated program.
   - B. Special seminars with national or state level facilitators.
   - C. Mentorships.
   - D. District wide elementary seminars for leadership, creativity, science, and cultures.
   - E. Summer School, grades K-9
   - F. G/T middle school summer camp
   - G. Before and after school classes
   - H. Special events and competitions
   - I. Saturday Institute for Science and Humanities
   - J. Middle school retreats
   - K. Parent-child workshops
   - L. The Iowa Talent Project
   - M. STING - a program promoting original research in math or science
   - N. Half-day learning opportunities
   - O. Special community opportunities.

Number of Students Identified for Services, May 1996

Direct Service Group and Talent Pool

| | |
|---|---|
| Elementary | 1,590 |
| Middle School | 1,317 |
| High School | 1,571 |

Total Number of G/T Students Identified for Services: 4,478

Elementary Services

Based on the elementary student's needs, services might include one or more of the following:

| | | |
|---|---|---|
| in-class differentiation | compacting the curriculum | flexible grouping for instruction |
| content acceleration | whole grade acceleration | independent study |
| pull-out class | district-wide seminars | half-day learning experience |
| individual guidance | small group guidance | organized group activities |
| mentor | Odyssey of the Mind | Knowledge Master |
| Invention Convention | Continental Math | AJHME |
| Math Olympiad | Exemplary Writer's workshop | G/T summer school |
| Artifact Box | Quiz Bowl | Omnibus classes |
| Reader Leaders | Take Pride in Des Moines Contest | Martin Luther King Day |
| Junior Great Books | Future Problem Solving | Night of the Notables |
| student field trips | creative writing | art |
| drama | public speaking | creative dance |
| story telling | sign language | environmental awareness |
| Saturday Institute | architecture | global studies (foreign language) |
| family history | music/opera | geography |
| cultures seminar | book writing/publishing | history day |
| cartooning | resource persons coming to the school | |

This represents a partial listing of curriculum adjustments and enrichment activities currently being used in our district's elementary schools. All accommodations are based on student interest and need and are administered either during or outside the school day. Teacher observation, pre- and post-testing and other forms of assessment are utilized to determine appropriate student placement in curriculum or activities.

Middle School Services

Two middle school gifted/talented consultants assist in providing services to five buildings each, plus support on request to the two alternative secondary schools and Orchard Place. Identification and review of students placed in the program is on-going. Delivery of services is similar to that of the elementary school in the areas of curriculum differentiation, that is, compacting the curriculum, cluster grouping for instruction, content or whole grade acceleration, pre- and post-testing to determine student placement, independent study, and an emphasis on higher order thinking skills. Middle schools may participate in numerous activities including Knowledge Master, Math Counts, Geography Bowl, Odyssey of the Mind, Night of the Notables, Invention Convention, History Day and Mock Trial. They too use community resources both during and after the school day to provide special offerings to students, both on an individual and group basis.

A unique delivery service at the middle school is a compacted class in a curricular area for gifted/talented students who have special strengths in that content area. The instructor "compacts" the regular curriculum into four days and uses the fifth to develop skills, attitudes, and abilities necessary for students to become life-long learners. Much of the fifth day instruction is based on the Autonomous Learner Model by George Betts, and in some cases the classroom teacher is assisted in this instruction by the G/T consultant. This class regularly employs higher order thinking skills, understanding one's strengths and weaknesses including learning styles as developed by Kathleen Butler, learning process skills for individual development (creativity and problem solving based on models by Bob Stanish), participating in enrichment activities in the community, developing seminars, and in-depth studies.

Compacted classes are offered for several grade levels in math, science, and social studies. The content area is determined by student need and the availability of a teacher with training and understanding of the needs of the gifted along with a willingness to teach the content area using this approach. In several buildings students with exceptional ability in art are grouped together for their regularly scheduled art class. Another delivery service used is a two or three day per week class for gifted students which alternates with physical education. Gifted students are grouped together in a TA (Teacher Advisor) group in one building. The use of interdisciplinary teams in middle schools allows for meeting individual needs through teacher collaboration and shared responsibility. Approximately 200 eighth grade students, including students in a special initiative called the Iowa Talent Project, utilize the advanced and accelerated curricula offered at Central Academy.

Highlighted activities from the Autonomous Learner Model by George Betts include a weekend leadership retreat, held at one of the area camps, where leadership and group building skills are developed. Students are responsible for planning, organizing and directing supervised activities. A one-day Community Search is also held in the city of Des Moines. Students develop life-long skills in the use of maps, bus schedules, the yellow pages of the phone book, and how to present themselves to community persons, in addition to the information gained from exploring the workings of various community establishments.

The gifted/talented program provides middle school students opportunities for in-depth study in topics outside the regular curriculum through the three week summer school in June, the Saturday Math/Science and Humanities Institute which meets Saturday mornings during January and February, and the Gifted/Talented Summer Camp, now in its fifteenth year at the 4-H Camping Center near Madrid. A very high level science research program, STING (Science/Technology Investigations the Next Generation) is in its second year. This program, conducted throughout the year, allows a small group of extremely talented and motivated young science students the opportunity for advanced original research in a major scientific area. The anticipated goal of STING is to place students in a favorable position for selection to national and international level programs such as The Research Science Institute (RSI) and the Westinghouse Scholar competition.

## High School Services

Needs assessments and student surveys are an important part of determining services to high school gifted/talented students. The high school consultant supports the building staff in each of the five comprehensive high schools, the two alternative high schools and Central Campus (non-Academy) to ensure appropriate student identification and placement in the program and then to deliver services which meet those students' needs. Approximately 30% of the identified high school students use the advanced and accelerated curriculum and services at Central Academy.

Options for high school students include placement in high level high school or Advanced Placement (college level) classes; taking an elective class based on the Autonomous Learner

Model, entitled "Enriched Learning Opportunity;" working with a classroom teacher on a special project or independent study; participating in group seminars, or lunch time discussion groups; shadowing professionals; enrolling in classes in the community such as the Art Center or the Playhouse; attending workshops, conferences, or cultural events; visiting selective colleges; taking classes at local post-secondary institutions while in high school; entering competitions in such areas as computer programming, math, music, drama, oratorical, history, writing, photography, media, or debate; and participating in structured programs such as Academic Decathlon, Citizen Bee, Future problem Solving, Knowledge Master, Mock Trial, History Day or Odyssey of the Mind. A Talent Development Manual, developed by the G/T program, is available to our high school students.

In December of 1992, the Metropolitan Area Academic Conference was initiated. Now in its fifth season, the conference promotes academic excellence through a competitive format, provides recognition and identity for schools as academic centers, and provides competition for local teams before the regional, state, and national Academic Decathlon competition. The Metro-Net Interactive Television System and the Iowa Cable Network (ICN) is used to link students from East, Lincoln, Hoover, North, Roosevelt, and Urbandale in paired high level academic competition based on material from the United States Academic Decathlon.

## Central Academy

Students in grades eight through twelve, who qualify, may elect to attend Central Academy, the half-day academically accelerated program at Central Campus. Students are encouraged to begin in eighth grade and follow the articulated program through grade twelve. Des Moines and metro area students who are self-motivated with strong organizational skills and who score at the 99th percentile in math or reading, or have a 98th or 99th percentile composite score on the 6th or 7th grade Iowa Test of Basic Skills or attain similar scores on other nationally normed achievement tests, or who are recommended by a Des Moines Middle School G/T Team are eligible to participate in the Academy.

Included in the Academy is a special initiative called the Iowa Talent Project. Des Moines Public Schools, in collaboration with the University of Iowa and the AmerUs Group began a program in 1994 to provide needed incentives and support for high ability (not necessarily high performing) students representing underserved populations in gifted education. These include economically disadvantaged, African American, Hispanic and American Indian. To date, this program has enrolled 42 students prior to the completion of their seventh grade year. These students are offered academic challenge, support during the 8th through 12th grades (both at the University of Iowa and through mentors and tutors in Des Moines) and the potential of a five-year full academic scholarship to the University of Iowa if academic requirements at the secondary level are met and similar requirements are maintained at the collegiate level. The requirements include preparing for and participating in a minimum of three of the most rigorous academic courses available in Des Moines Public Schools (Advanced Placement) and performing adequately on The College Board AP Exams as well as maintaining a minimum B average on all academic course work. The desired outcome of the Iowa Talent Project is a well educated, highly capable and successful university graduate. The cost of this program, shared by the three sponsoring organizations, is estimated at $60,000 - $75,000 per student, with the majority share coming from the University of Iowa.

Central Academy has been recognized locally, state-wide, nationally and internationally as a premier program for meeting the special academic needs of gifted students. Articles on the Academy have appeared in publications throughout the world. The Academy, with its unique approach in meeting the needs of metro area students, is touted as one of the top academic programs in the nation. Central Academy students, as representatives of the many area schools, are regular recipients of state and national honors. Examples include 3 of the 10 academic all-state

students in 1994-95, top two performers in the Iowa Academic Decathlon state competition in 1994-95, a sweep of Iowa's National AP Scholars 1994-95, total domination of the annual Governor's Award for Iowa's Top Male and Female AP Scholar, top 10 finishes in several national academic competitions, an 8th place in the nation individual award in the National Math League Calculus competition in 1996, and the unique honor of having 9 of every 10 seniors, who attend this center, earn the prestigious AP Scholar Award and over 42% of participating seniors enrolling in their chosen universities with sophomore standing. In 1995-96, Central Academy was recognized by The College Board as the 12th highest ranking AP program in the Midwest Region, and one of the top 100 programs in the nation. This is the only Iowa program to receive such national recognition. Enrollment at the Academy has increased annually since its beginning in 1985. Currently over 750 area students are enrolled. Fifty of these students do not attend Des Moines Public Schools. Enrollment is accomplished through 28E shared services agreements. The Academy is one of the very bright spots in Des Moines Public Schools.

The goals of Central Academy are:

1. To develop the skill, motivation, and responsibility to pursue high academic achievement in the student's area of giftedness.
2. To apply theoretical knowledge to practical and experimental situations.
3. To better prepare G/T students to meet the demands of tomorrow's society and contribute to the world of the future.
4. To offer a rigorous academic curriculum culminating with Advanced Placement classes for which college credit can be awarded.
5. To provide an environment where a gifted student would be encouraged to reach his or her full potential.

Students at the Academy normally select three accelerated academic courses from the following disciplines: English, mathematics, social studies, or science. Remaining courses and extra-curricular activities are taken at the home school where they are enrolled. Classes at the Academy contain rigorous content and are compacted based on a vertical acceleration model of gifted education leading to Advanced Placement classes by the tenth grade or sooner and additional college level classes in the 11th and 12th grades.

Central Academy (CA) Course Offerings – 1995-96 Enrollments *Numbers in ( ) are 1993 enrollments. (See Appendix A for enrollment data).

Overall: 85 classes offered; 1,925 student class enrollments (up 217 student class enrollments from 1994-95); average class size 22.65 students.

CA English 8 (high school English elective taught in 8th grade) – 220 (116*)
CA Accelerated Algebra – 84 (60*)
CA Radically Accelerated Geometry/Algebra II – 49 (36*)
CA U.S. Gov't/State Gov't (12th grade content taught in 8th grade) – 139 (67*)
CA Accelerated Earth Science – 166 (88*)
CA English 9 (Composition/Speech) – 237 (105*)
CA Accelerated Geometry – 47 (32*)
CA Algebra II – 53 (25*)
CA Algebra II/Trigonometry – 53 (28*)
CA World Civilizations/Humanities – 116 (55*)
CA Introduction to Chemistry and Physics – 69 (50*)
CA English 10 (American Literature) – 134 (82*)
CA Trigonometry/PreCalculus – 23 (15*)
Advanced Placement European History – 102 (38*)

Advanced Placement Biology – 46 (25*)
Advanced Placement English (Language and Composition) – 83 (41*)
Advanced Placement U.S. History – 45 (36*)
Advanced Placement Chemistry – 30 (42*)
Advanced Placement English (Literature and Composition) – 64 (52*)
Advanced Placement Calculus AB – 53 (37*)
Advanced Placement Calculus BC – 24 (13*)
Advanced Placement Physics – 19 (10*)
Advanced Placement Comparative Government/AP Economics – 44 (29*)
Advanced Placement Computer Science – 21 (new since 1993*)
Advanced Placement Probability and Statistics (new for 1996-97) – 22 enrolled
Drake University (Post Secondary Enrollment Option) – 4 (5*)

In addition to meeting academic needs, the Academy addresses the social-emotional needs of gifted youth. In this community of scholars, students find true academic peers thus eliminating the social isolation which can occur when their learning styles and abilities are different from peers in less challenging classes. This feeling of differentness and isolation, if unaddressed, can lead to school dropouts or suicides. A deliberate effort is made to promote a feeling of belonging and acceptance. Examples of Academy activities designed for this purpose include an educational/social trip planned during the weekend of Drake Relays, when school is not in session for secondary students, to Minneapolis, St. Louis, or Chicago. Students visit science, art, or historical museums; attend a play, concert, or opera; visit a zoo, botanical garden, or historical site; and make a college visitation. On the last day of first semester when no classes are in session, students have the opportunity to take a one day ski trip to Mankato, Minnesota. During high school conference days, the Academy eighth grade students participate in special programs. Over the past two years these have included professional music groups, drama and dance productions and a tour of the Des Moines Art Center.

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**Central Academy Enrollment Data**
**1985-1996**

| YEAR | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 | 94-95 | 95-96 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | | | | | | | | | | | |
| 8th | 59 | 58 | 76 | 73 | 76 | 106 | 121 | 118 | 218 | 211 | 217 |
| 9th | | 43 | 37 | 51 | 69 | 70 | 97 | 106 | 118 | 179 | 187 |
| 10th | | | 39 | 32 | 40 | 53 | 62 | 85 | 98 | 112 | 150 |
| 11th | | | | 21 | 35 | 40 | 50 | 56 | 90 | 86 | 88 |
| 12th | | | | 1 | 27 | 35 | 41 | 56 | 57 | 76 | 82 |
| TOTAL | 59 | 101 | 152 | 178 | 247 | 304 | 371 | 421 | 581 | 664 | 724 |
| Annual increase | | 42 | 51 | 26 | 69 | 57 | 67 | 50 | 160 | 83 | 60 |
| Began in 8th | | | | | 59 | 58 | 76 | 73 | 76 | 106 | 121 |
| Completed 12th | | | | | 27 | 35 | 41 | 56 | 57 | 76 | 82 |

Percent starting as 8th finishing at 12th grade

| YEAR | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 | 94-95 | 95-96 |
|---|---|---|---|---|---|---|---|
| | 45.76% | 60.34% | 53.95% | 76.71% | 75.00% | 71.70% | 67.77% |

1990-1996 average rate of completion: 65.73%
1994-1996 average rate of completion: 70.95%
Anticipated average completion rate through the year 2005: 62.2%

## Other Programming Components

One of the support services for gifted/talented students in the district is the Gifted/Talented Counselor. The counselor works with individuals and small groups in providing guidance for students in their course work, college planning, and career decisions, and in their social-emotional development. The primary responsibility is for students at the Central Academy; however, services are available on a limited basis to other gifted/talented students in the district on a referral basis. This individual also interacts with G/T consultants, classroom teachers, building counselors, and parents regarding the welfare of gifted students. Students in crisis, underachieving gifted, and minority gifted are special areas of emphasis along with coordinating orientation, testing, and scheduling of students attending Central Campus. Conducting in-service for staff members and informational meetings for parents is an important part of the role.

The use of community resources is another important component of the gifted/talented program. The consultant who arranges for community experiences accepts requests from administration, building staffs, consultants, parents, or students. Based on student interests, personalities, and needs either one-time or continuing experiences are arranged for individuals or groups. Some of these occur during the school day in their home school; others at a community site. After school, Saturday, evening, and summer programs are arranged to enrich the learning experiences. For some students with academic or emotional needs that are not being met in the classroom, a mentor is arranged to come to the school one or two days a week.

### Structure

The Supervisor, Gifted/Talented Education, who reports to the director of Central Campus, is directly responsible for the gifted and talented program in Des Moines Public Schools. The supervisor has a working relationship with the Assistant Superintendent, Teaching and Learning; the Executive Director, Elementary and Early Childhood Programs; the Executive Director, Middle and High School Programs; building principals, and each of the Teaching and Learning Instructional Services Supervisors.

Five elementary consultants, two middle school consultants, one high school consultant, one G/T counselor, one community resource consultant, one Academy consultant, one full time and one half time secretary report directly to the supervisor. Sixty-two teacher-G/T building coordinators and seventeen Academy teachers are indirectly responsible to the supervisor.

## Needs Resulting in Program Improvement

Results of informal and formal needs assessment indicated that there were elementary students consistently scoring at the highest levels of achievement in mathematics, reading and writing who were not being challenged in the regular elementary classroom. As students at Central Academy were successfully completing advanced level academic courses, the program staff became aware of younger, high ability students who could successfully move ahead or accelerate in appropriate curriculum if given the opportunity. This type of advancement allows students to continue growth and places them in position to participate in the most rigorous curriculum available in the district. This procedure is consistent with the April 1996 policy letter written by Richard W. Riley, U.S. Secretary of Education. His letter supports the emphasis on acceleration and enrichment and the need to encourage the performance of our highest achieving students as we raise the climate of expectations for all of our students.

There is now in place formalized accelerated programs carried out according to the following steps:

Mathematics:

1. Elementary students who score at the 97th to 99th percentile in mathematics on an Iowa Test of Basic Skills test, are given the next grade "end of the year" mathematics test from the teacher's manual. (If no ITBS score is available, based on a strong teacher recommendation, students are given the end of the year test.)

2. If the student scores 90% or above on the next grade end of the year test, the gifted/talented program staff in consultation with the Supervisor of Mathematics, reviews the results for possible math acceleration (working in a higher grade-level mathematics program).

3. If the student scores in the range of 75 to 90% on the end of the year test, it is recommended that the classroom teacher administer either the multiple choice or the free response test as a pre-test for each chapter.

4. When the pre-test score is 95% accurate or better, it is recommended that alternative enrichment math assignments be given during the regular math time.

For fifth graders the mathematics acceleration plan is as follows:

1. A pool of potentially qualified fifth graders is identified using the following requirements:
   a. Evidence of independent self-directed learning
   b. Math composite percentile of 98 or 99 on the ITBS national norms OR
   c. ITBS Math Problem Solving or Concepts at the 99th percentile OR
   d. Teacher recommendation
      It should be noted that teacher recommendations without appropriate test scores must include strong evidence of very superior math ability. Recommendations are reviewed by the G/T Department with final approval by the Supervisor of Mathematics. Radical acceleration is normally considered only for those students two standard deviations or more above the norm in mathematical ability, approximately 1.4% of the general population.

2. Parents are notified their child has been screened and are invited to a meeting in which the program is explained. With parental permission, students take the 6th grade district objective based math test as a final screening for acceptance to the program.

3. Students demonstrating mastery of 6th grade math objectives are accepted for acceleration course work. At the end of 5th grade these students are invited to participate in a three week half day math program coinciding with the G/T summer school in June. The instruction will cover math concepts not mastered as indicated by the 6th grade test and also the 7th and 8th grade math concepts and problem solving strategies. If students are unable to participate in the summer school program, they can receive the materials and pursue self-directed/parent assisted or other independent study options to master the district objectives. The 7th grade objective based math exam can be administered to them in August. Completion with 90% proficiency qualifies the student to take pre-algebra in 6th grade.

4. Based on testing at the end of the three week program students are recommended for one of the following:
   a. Pre-algebra in 6th grade (Algebra in 7th, and Central Academy in 8th grade)
   b. Advanced 7th grade math program
   c. Traditional 7th grade math program
   d. Traditional 6th grade math program.

Reading: The Reading Acceleration / Support program is currently under review. Current procedure is:

1. Elementary students who score at the 85th percentile (national norms) or above in the ITBS (or other national normed reading achievement test) in reading comprehension or reading composite, or:

2. Students who pass grade level end-of-book test at 90% or better at the end of the school year, or:

3. Students who score in the top 5% of building reading grade level assessment data, are evaluated for possible reading acceleration / differentiation. Placement for differentiated reading curriculum is based upon meeting two of the following criteria:

   • Two years or more out-of-level on the Silver-Burdett Ginn Reading Placement Tests with at least 80% mastery

   • Teacher evaluation (checklist rating) of 40/50 (80%)

   • ITBS screening requirement

   It is recommended that every student who shows mastery in reading be given placement tests for the next level and successive levels until an appropriate instructional level is determined. Resources and pacing strategies will be adjusted accordingly.

   Currently the following forms of differentiation are being utilized in the district.

| | |
|---|---|
| Junior Great Books | Poetry |
| Classic literature | Biography |
| Non-fiction | Historical fiction |
| Mystery | Literature based upon student interests |
| Science fiction | |

Writing:

Currently the district writing assessment is utilized to determine the exemplary writers in the Des Moines district. All exemplary writers in the 3rd, 5th, and 8th grades (years that district-wide evaluation occurs) participate in an annual Exemplary Writers Workshop designed to enhance and encourage these highly talented young writers. These workshops are conducted by professional authors and are held at a local publishing house.

## Program Goals

The goals of the Gifted and Talented program are:

1. To provide, in all curricular areas, instructional support which will enable each gifted child to develop his/her abilities to the fullest.
2. To create a climate that nurtures and motivates gifted children to become autonomous life-long learners.
3. To employ valid and systematic procedures using multiple criteria to identify students of various ethnic and cultural backgrounds for gifted/talented services.
4. To coordinate and articulate appropriate program services for the gifted student

throughout the entire public school experience.

5. To provide appropriate learning opportunities to meet individual abilities, interests, and needs.
6. To provide guidance, support, and in-service training for district personnel in identifying and meeting academic and social-emotional needs of gifted/talented students.
7. To work cooperatively with educators, parents, and community persons in advocating for gifted/talented students and communicating appropriate ways in which to meet their needs.
8. To evaluate the program systematically for the purpose of program improvement.

## Additional Program Support

The gifted/talented program operates within the context of an exceptionally competent and qualified consultant staff, and overwhelming *parent and community support*. Informational meetings are held each year both regionally within the district, and in individual buildings to involve parents in their child's gifted education program. Nationally recognized speakers are invited to speak to district parents regarding their gifted children. Dr. Carol Tomlinson, University of Virginia, internationally known speaker and consultant presented in-service training to 80 district G/T coordinators and staff during the 1995 fall workshops and also spoke to over 100 metro area parents. Sandra Warren, Strongsville, Ohio, also nationally recognized in the field of gifted education, presented to the Des Moines TAG parent's group. Elementary and middle school parent/child workshops are offered several times a year for students and their parents. Informational meetings are held each year to inform students and parents about the Central Academy option. At the high school level, parent information meetings have been held and parent/student seminars to assist in selecting and being admitted to the college of their choice are offered. Since 1985, the G/T Community Consultant has facilitated thirty-nine ten-week series of guided discussion groups to assist parents in dealing with the social-emotional needs of gifted children.

The Des Moines Talented and Gifted Association is an active group of parents and other community persons interested in developing the potential of gifted/talented students. They meet the third Thursday of each month, have informative programs, give financial assistance to students wishing to participate in special programs, and publish an outstanding monthly newsletter.

A Gifted/Talented Advisory Council was established in 1976 to bring together educators, parents, and community persons to make recommendations regarding ways to meet the needs of gifted/talented students. This group continues to meet regularly throughout the school year.

# INPUT EVALUATION

Gifted/Talented Program Budget

G/T Budget Formula
Cost Per Pupil x Budget Enrollment x State Formula Factor = G/T Program Formula Budget

| | Approved Budget for 1996-97 | Approved Budget for 1995-96 |
|---|---|---|
| **I. Salaries** | | |
| A. Supervisor | 55,826 | 54,464 |
| B. 11 Consultants<br>1 high school, 2 middle school<br>1 Academy, 5 elementary<br>1 community resource<br>1 counselor | 468,940 | 457,502 |
| C. 7 Central Academy teachers<br>1 social science, 2 science<br>2 English, 2 math | 287,965 | 280,941 |
| D. Office clerical (1.5) | 29,296 | 18,124 |
| E. Substitute teachers | 3,200 | 2,707 |
| F. G/T building coordinators | 41,239 | 40,233 |
| G. Employee benefits | 262,491 | 243,309 |
| **Subtotals** | **1,148,957** | **1,097,280** |
| **II. Materials & Supplies** | | |
| A. Materials K-12 | 21,000 | 18,000 |
| B. Mentor programs | 1,300 | 1,000 |
| C. Math, Science Institute | 2,900 | 2,000 |
| D. K-12 printing | 11,500 | 10,500 |
| E. MCNS materials | 1,800 | 1,300 |
| F. Global Studies | 1,500 | 1,000 |
| G. Instructional - building | 6,000 | 5,500 |
| H. Academy supplies | 3,500 | 2,500 |
| I. Art, music identification | 1,000 | 750 |
| **Subtotals** | **53,500** | **44,550** |
| **III. Purchased Services** | | |
| A. In-district travel | 8,000 | 7,600 |
| B. Pro/Technical service | 6,200 | 5,700 |
| C. Student tuition | 3,800 | 3,100 |
| | 1996-97 | 1995-96 |
| D. In-service<br>In-service workshop for G/T building coordinators; Participation in ITAG and national/ regional conferences | 23,000 | 21,000 |
| E. AP Instructor Training | 1,400 | 1,400 |
| F. Transportation for students | 12,000 | 9,300 |
| **Subtotals** | **55,300** | **48,100** |

| | | |
|---|---|---|
| IV. **Capital Outlay/Equipment** | 10,000 | 8,000 |
| **Subtotals** | **10,000** | **8,000** |
| V. **Indirect Cost** | 52,800 | 49,800 |
| **Subtotals** | **52,800** | **49,800** |
| VI. **Direct Services To Students** | | |
| A. Mentorships in visual & performing arts | 6,315 | 5,500 |
| B. Special Events | 38,618 | 29,000 |
| C. Decentralized funds - High Schools | 24,500 | 23,500 |
| D. Decentralized funds-Middle/Elem Schools | 38,340 | 33,340 |
| E. Summer Program | 40,000 | 32,000 |
| F. Saturday Math/Science and Humanities Institute | 20,000 | 17,500 |
| G. Minority program | 5,700 | 4,600 |
| H. Partial funding G/T Summer Outdoor Camp | 5,900 | 4,200 |
| I. Leadership Training Program | 3,700 | 3,500 |
| J. Program Innovation | 2,500 | 1,490 |
| **Subtotals** | **185,636** | **154,630** |
| **GRAND TOTAL** | **1,506,193** | **1,438,538*** |

*1995-96 Expenditures

During the 1995-96 school year budgeted funds were expended leaving a positive balance as of June 30, 1996, of less than 1% of budgeted monies.

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Income Sources: 1996-97

| | |
|---|---|
| Instruction Support Levy (53%) | $792,258 |
| Additional Allowable Growth (47%) | $713,935 |
| **Total** | **$1,506,193** |

In addition to the above mentioned revenue sources, The AmerUs Group, business partner of Central Academy, has consistently provided scholarships to assist students taking multiple AP exams. In 1996 this amounted to approximately $14,000 of direct financial support to Central Academy.

Decentralized Funds

During the 1995-96 school year funds totaling $62,840 were assigned by building accounts to district schools. Following district guidelines, these monies, designated as Decentralized Funds, were used to support the needs of identified gifted/talented students within each building. Decisions for use of these funds were made at the building level with review and approval from the building principal. The building G/T coordinator completes the Decentralized Funds Usage Report and forwards it to the Supervisor of Gifted and Talented Education for review at the end of each semester.

Included in the guidelines for decentralized funds are statements that supported activities should address the particular needs of gifted and talented students. Activities funded should clearly represent some form of differentiated curriculum or activity. They should not include standard curriculum or activities. Generally, these activities should be ones that would not occur without the financial assistance of gifted/talented education. When appropriate, individuals should bear some of the cost of special programs to assure a commitment. When expenses include material costs and the final product will be kept by the student, only a portion of the expenses, consistent with the learning experience, should come from G/T decentralized funds. Each activity will be evaluated by the students involved or by the G/T coordinator or G/T team.

Allotted funds are calculated on a base amount: $3000.00 for each comprehensive high school; $500 for each middle school; and $300.00 for each elementary school, plus a pro-rated amount based on student enrollment. The total for each high school ranges from $4000 to $5000; middle schools from $750.00 to $1,000.00; elementary schools from $400 to $700. Alternative programs and Central Campus receive a flat $500.

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Human Resources Cost 1995-96

Total Human Resources Cost 1995-96 $1,148,597

| Staff Position | Number of Staff |
|---|---|
| Supervisor | 1 |
| Consultants | |
| Elementary | 5 |
| Middle School | 2 |
| High School | 1 |
| Academy | 1 |
| Community Resource | 1 |
| Counselor | 1 |
| Teachers Academy | 7 |
| Building Coordinators | 63 |
| Secretaries | 1.5 |
| Substitutes | 70 (half-day) |
| Benefits | figured at 30% of salary |

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Cost of In-Service and Training

The gifted/talented consultant staff annually conducts a day of in-service for the gifted/talented building coordinators in each building. The purpose is to educate them regarding the special characteristics and needs of gifted/talented students, familiarize them with program options and delivery of services for gifted/talented students, and give them specific guidelines for carrying out their duties as the building coordinator. This is held in August prior to the first contract day for teachers. Teachers and consultants are paid an hourly rate for the training.

| August 1996 In-service Costs: | |
|---|---|
| 10 Consultants, 12 hours each | $2,245 |
| 52 G/T Building Coordinators, 6 hours each @$18.71 | $5,838 |
| Total | $8,083 |

Each year one-half of the building coordinators on a two year rotation are urged to attend the Iowa Talented and Gifted Conference as in-service training for them. Interested principals as well as the G/T consultant staff are also encouraged to attend.

October 1996 Iowa Talented Gifted Registration Costs (anticipated) $4,600
(Anticipate 24 Building Coordinators, 9 G/T Consultants,
12 Principals, 1 G/T Supervisor)

## Materials and Equipment

### Print Material

Textbooks selected for the Central Academy classes grades 8 to 12 are screened for high level content. The eighth grade American Government class uses the district adopted twelfth grade text. All textbooks used in Advanced Placement classes are college level texts adopted from guidelines established by The College Board. Gifted education provides funds, when appropriate to support the purchase of books and supporting material.

The gifted/talented program has an extensive library of resource materials in specific content areas. Based on individual student needs, consultants share these resources with classroom teachers, use them for specific classes such as pull-out situations either in the building or at the district level, or use the material as they work individually with students.

### Technology and Equipment

The senior high consultant, in cooperation with each high school, coordinates the Metropolitan Area Academic Competition (MAAC), as preparation for the Iowa and U.S. Academic Decathlons. Each of the traditional Des Moines High Schools and Urbandale High School are linked with one other high school using the interactive video system. Three pairs of schools are scheduled concurrently, for competition, via fiber optics on Thursday afternoons.

All consultants and Central Academy teachers have access to computers, copy machines, and overhead projectors. Computers are used extensively for keeping records, maintaining student grades, preparing class lecture notes, processing communication to students, parents, and building staffs and conducting presentations. Central Academy classes use computers extensively, including the use of the World Wide Web. A computer based geometry course is taught. Classroom sets of TI-85 graphing calculators are used for the advanced mathematics classes.

Although science classes utilize current technology, there is a critical need for updating and acquiring additional technology and equipment for all AP level science labs. Funding to update four science labs is a critical concern of this program. Current technology being used includes CD ROM to teach thermite reaction, laser disks for dissection, micropipets and electrophoresis chambers for recombinant DNA experiments, computer programs for stratigraphy and a computer based module used in teaching acid based titration.

### New Equipment Being Examined

Technology acquisition to support gifted education is constantly being considered. The addition of laptop computers for consultant and student use, color LCD for presentations, internet access for teachers and students, updated and upgraded software, both CD ROM and disk as well as other current technology has considerably helped the district's ability to support student needs. G/T

conducts an annual software review for classroom teachers and provides software (teacher's choice) for each participant.

## Community Resources

Since 1981 the gifted/talented program has included a community resource consultant to coordinate educational experiences for gifted students with community persons. Often the needs of these students go beyond those experiences offered by the school. At other times community persons can provide additional enrichment for the learning experiences at school. In 1995-96, 106 community persons provided "direct instruction" for 2,753 students. (Some students may participate in more than one activity.) These persons gave 408 documented contact hours plus many additional hours in preparation and travel, working with highly talented students. At the teacher negotiated rate of $18.71 per hour this is a dollar investment savings of over $7,500. Other businesses, institutions and individuals contribute goods, facilities, and in-kind support or serve on district committees to assist in the education of the gifted. Refer to the report of the Community Consultant for a listing of resources used in the previous school year.

### Partners for Progress

Central Academy's business partner, The AmerUs Group, has been nationally recognized for its outstanding support. Mentorships, shadowing experiences, and part-time job opportunities are available to Academy students and graduates. The AmerUs Group has provided summer jobs, and in some instances provided salary advancements, so students would have funds to attend special summer programs. The AmerUs Group is the corporate sponsor of the Iowa Talent Project; a program which provides support and opportunities to identified students from under represented and at-risk populations. They also sponsor the Iowa Team (predominately formed from Central Academy math students) in the American Regions Mathematics League international mathematics competition and supported the Russian Math team during an international exchange with Des Moines students. In 1995-96 The AmerUs Group continued its practice of supporting Central Academy students who take multiple Advanced Placement exams by providing $13,935 in financial assistance to help fund these exams and other Academy projects.

In addition to other support, AmerUs sponsors an annual Senior Recognition Night when juniors, seniors, and their parents along with the Academy staff join to honor the entire senior class. Awards are given to each senior student and selected individuals are recognized for outstanding achievement in math, science, English, and social studies. In reciprocation, Academy teachers, students and staff have worked with the AmerUs Group employees in "Lunch and Learn" seminars and other cooperative ventures.

# PROCESS EVALUATION

## Responsibility Statement

It is the responsibility of the Supervisor, Gifted/Talented Education, to provide leadership, guidance, and support for G/T staff and Des Moines Public School employees who are involved in initiating, maintaining, monitoring, and differentiating educational programs and services for gifted and talented students. The supervisor is the primary administrative advocate for gifted and talented students in the Des Moines district.

## Organizational Tasks

The organizational tasks to be performed by the supervisor include monitoring existing programs and services to G/T students, initiating, and implementing new or modified programs and services, evaluating G/T programs and personnel, providing in-service to G/T staff and other Des Moines Public School employees, and planning and monitoring the G/T budget in accord with state and board guidelines. The supervisor is also expected to work with parent and other G/T and professional groups at local, state, and national levels.

## Organizational Relationships

The Supervisor, Gifted/Talented Education, reports to the Director of Central Campus and is responsible for supervising all services to gifted/talented students in the Des Moines Public Schools. The supervisor has a working relationship with the Assistant Superintendent, Teaching and Learning; the Executive Director, Elementary and Early Childhood Programs; the Executive Director, Middle and High School Programs; building principals, and each of the Teaching and Learning Instructional Services supervisors.

## Objectives 1996-97
## Supervisor, Gifted/Talented Education

| Weight (%) | |
|---|---|
| 30% | 1. Assist, support and direct G/T staff in identifying, evaluating and meeting needs of students referred for services. |
| 20% | 2. Facilitate district and community concerns in reference to G/T education through meetings, correspondence, phone, and professional development. |
| 20% | 3. Assist and support the Des Moines Public School administration in meeting the school's mission. This includes the G/T program evaluation. |
| 10% | 4. Assist, support, and advise building administrators in reference to G/T student needs. |
| 10% | 5. Develop, monitor, and execute the G/T budget for the district. Seek out and request additional funding sources to support G/T education. |
| 10% | 6. Review, conduct, interpret, and respond to current G/T research and incorporate appropriate changes into the Des Moines program. |

## Instructional Methods

The gifted/talented program is a leader in innovative instructional methods and the use of technology. Below are some of the ways in which services are delivered to students:

- Structured radical acceleration in mathematics including a summer program for 5th graders
- Structured acceleration in reading
- The use of Advanced Placement courses with underclass students, to meet academic needs
- Inter-active video (ICN and Metro-net) for student conferences and seminars, and the Metropolitan Area Academic Competition
- Computerized accelerated geometry class
- Graphing calculators used in advanced level mathematics classes
- CD-ROM and lasers disks used for instruction in Advanced Placement science classes
- Individualized computer instruction
- Multiple age grouping for instruction
- Differentiating for instruction based on needs, abilities, and learning styles
- Use of authentic assessment for G/T identification (portfolios and student products)
- Mentors working with students to individualize instruction
- District-wide workshops conducted throughout the community focusing on creativity, science, leadership, cultures, exemplary writing, and art
- Use of community resources to teach classes during and outside the regular school day
- Weekend retreats for middle school gifted/talented students
- Educational/Social weekends to Minneapolis, St. Louis, or Chicago for Academy students
- Dual enrollment, high school and college
- Grade acceleration for selective individual students
- Early graduation from high school
- Post-Secondary Enrollment Option for advanced high school students
- Selected elementary students attending middle school for a portion of the school day
- Secondary students enrolled half-day at Central Academy for accelerated instruction
- Middle school workshops, "Options for Girls," to explore career and social-emotional issues of gifted/talented females
- Saturday Institute in math/science and humanities for secondary students
- Parent involvement in teaching enrichment classes
- Parents as coaches for Odyssey of the Mind, Mock Trial, Future Problem Solving
- Student enrichment experiences with community businesses and organizations
- Summer enrichment through G/T Summer School and Outdoor Adventure Camp
- Support for individual growth through summer experiences such as music camps, science and technology, engineering, Young Scholars Programs, Governor's Summer Institute
- Participation in nationally organized competitions: Academic Decathlon, Artifact Box, Mock Trial, Future Problem Solving, Odyssey of the Mind, Knowledge Master, Math Counts, Math Olympiad, Science Olympiad, Language Arts Olympiad, Geography Bowl, History Day, National Math League, American Regions Math League, American High School Mathematics Examination, plus numerous computer, art and writing competitions.
- Cooperation with the Science Center, Art Center, Botanical Center, and Playhouse in providing classes for gifted/talented students.
- Parent/child workshops
- Half-day elementary learning opportunities, conducted at the building level
- STING (Science & Technology Investigations, the Next Generation); a program designed for serious in-depth science research, leading to potential involvement in the Research Science Institute, Ross Institute and/or the Westinghouse Scholar Program

## Job Descriptions

The gifted/talented consultant staff, counselor, and supervisor hold Masters Degrees with additional college hours. All have successful teaching experience and extensive training in gifted education. (Job descriptions for supervisor, building consultants, community consultant, counselor, building coordinator, office manager, and office clerk are on file in the office of Gifted/Talented Education, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, IA 50309-3399.)

## In-Service/Staff Development/Professional Development

### Staff In-Service

Because teacher training institutions provide little education for teachers on the characteristics, needs, and curricular differentiation methods for gifted/talented students, the program staff does extensive training for district staff in these areas. In most cases building in-service topics were requested by the principal or the building staff. Providing in-service training has become a major part of the G/T Consultants' role. During the 1995-96 school year, all G/T Consultants presented to building staffs on a variety of topics including:

- Identifying Students for Gifted/Talented Services
- Differentiating Curriculum for Gifted/Talented Students
- Developing Individual Written Plans for Gifted Students
- Math Acceleration for Elementary Students
- Differentiating Reading Curriculum
- Learning Styles
- Invention Convention
- Odyssey of the Mind
- Creativity
- Using Technology in the Classroom
- Math Keys Software

### Parent In-Service

All G/T staff presented in-service or informational meetings for parents. Some were at the building level; some were informational regarding a program such as STING (Science and Technology Investigations the Next Generation), Saturday Institute, Central Academy, High School Scheduling, or Home Schooling. During 1995-96, thirty parent meetings were held reaching approximately 1200 parents. In addition three ten-week series of guided discussion groups for parents of gifted involved 30 sessions with 65 parents in attendance. Six consultants participated in 15 parent-child workshops which reached 400 persons.

### Other Staff Development

Three staff members taught 15-hour staff development classes through the Des Moines Schools and Heartland AEA. These 16 courses were attended by a total of 268 teachers. One hundred persons attended the presentations by the three G/T staff members at the Des Moines Schools March In-Service Day at the Convention Center.

### Presentations Outside the Des Moines District

Iowa State Education Association mobile in-service labs were conducted for 130 persons at

Council Bluffs, Sioux City, Webster City, and Hampton, Iowa. Three persons each presented sessions at CONTAG (Conference on Talented and Gifted) held at the University of Northern Iowa during the summer of 1996. One hundred persons heard these presentations. Four staff members presented to 150 persons at the Iowa Talented and Gifted Conference in October 1995 at Waterloo. Presentations were made to 100 persons at the Odyssey of the Mind judges training, to 25 persons at the Iowa Computer Users Group, to 42 at the Iowa Academy of Science Conference, to 35 at the Iowa Educational Media Association Conference. One staff member represented Iowa Talented and Gifted at its booth at the Iowa Association of School Boards Convention, the Iowa Academy of Science Conference, and the Iowa School Administrators Conference.

Four staff members each made presentations to groups of parents and or teachers at the following locations: AEA 9 & 11, Ankeny, Guthrie Center, Columbus Junction, Storm Lake, Fairfield, Norwalk, Johnston, Story City, Liberty Center, Sioux City, Council Bluffs, West Des Moines, Webster City, and St. Paul, MN. The total audience for these sessions was 450 persons.

National and International Presentations

The National Association for Gifted Children Conference held in Tampa, Florida, November 1995, was attended by nine staff members. Four of them made seven presentations to a combined audience of 225 persons. One staff member made two presentations at the Supporting Emotional Needs of Gifted Conference in Cayahoga Falls, Ohio, August 1996, heard by 125 persons. Two staff members each made presentations at the World Gifted Conference held in Hong Kong, during the summer of 1995. Information regarding the Des Moines G/T program was presented in Australia and in Russia during 1995.

Professional Development

The gifted/talented staff regularly attends professional conferences and workshops to keep abreast of the latest trends and educational practices in order to carry out their role as consultants to classroom teachers, parents, students, and other educators. This training provides the knowledge and skills to effectively in-service local staff regarding ways to best meet the needs of gifted/talented students. Some take graduate courses in educational leadership and gifted education. Many of the conferences, such as the Autonomous Learner Model Conference in Colorado, The Tomlinson/Callahan "Differentiated Instruction" training at the University of Virginia; the Supporting Emotional Needs of Gifted conference in Ohio; CONTAG (Conference on Talented and Gifted) in Cedar Falls, IA; and the World Gifted Conference in Hong Kong, were attended by staff during the summer on their own time. Other training workshops were attended after school, often monthly, at Heartland Area Education Agency 4:15 - 6:15 p.m. Listed below are the number of G/T Consultant staff who participated and the training they attended during 95-96.

(10) Iowa Talented and Gifted Conference, Waterloo, IA
(9) National Association for Gifted Children, Tampa, FL
(10) Des Moines District Computer and Internet Training
(6) Differentiation in the Classroom,(Carol Tomlinson, Univ. of VA.) Amana, IA, 1995
(6) Gifted Education, (Joseph Renzulli, Univ. of Conn.), Amana, IA 1996
(5) Differentiated Curriculum, Danute Krebs, Heartland AEA
(4) CONTAG (Conference on Talented and Gifted) Univ. of Northern IA
(3) George Betts Autonomous Learner Model
(2) World Gifted Conference, Hong Kong
(2) Invent Iowa, Heartland AEA
(1) Educational Materials in Science, Iowa State University
(1) CEC Conference, "Middle Schools and Gifted," Phoenix, AZ
(1) Facilitator Training, Wellman and Garmston, Des Moines Schools

(1) Fifth Discipline, Peter Senge, Des Moines
(1) National Middle School Association, "Making the Most of Teaming," Chicago, IL
(1) "Differentiation in the Heterogeneous Classroom," University of Virginia
(1) Supporting Emotional Needs of Gifted Conference, Cayahoga Falls, OH
(1) Gifted/Talented Leadership Institute, Connie Belin Center, University of Iowa
(1) "Practicum in Gifted Education," Connie Belin Center, University of Iowa

Professional Leadership

The staff of the Gifted/Talented program also assumes leadership positions outside the district as indicated below.

State Board Member, Odyssey of the Mind
State President Kappa Kappa Iota (Professional Education Group)
State Professional Affairs Chairperson, Delta Kappa Gamma (Professional Education Group)
State Director, Regional Coordinator, American Regions Math League
First Vice President, Iowa Talented and Gifted Association
Chair: Parent/Community Division, National Association for Gifted Children
Delegate, National Association for Gifted Children Board of Directors Retreat Washington DC
State and National Evaluator, Future Problem Solving
Member Board of Directors, Des Moines Schools Credit Union
Co-chair Des Moines Schools Staff Development Study Team
State and National Odyssey of the Mind Judge
Iowa Academic Decathlon, Board of Directors
Wayne State College Foundation, Board of Trustees

Members of the Gifted/Talented staff have authored numerous articles in the following professional publications: *Roeper Review, Understanding our Gifted, Parenting for High Potential, Gifted Child Today, Challenge, Iowa Talented and Gifted Newsletter*, and *National Association for Gifted Children Parent/Community Newsletter.*

Expected Improvements

It is expected that building staffs will have more knowledge about the characteristics and needs, both cognitive and affective, of gifted students as a result of in-service efforts. Specific training regarding differentiation, learning styles, writing individual plans, flexible grouping and acceleration allows teachers to feel more comfortable in carrying out lesson plans for gifted/talented students. Increased understanding will lead to attitudinal changes which will allow gifted/talented students to work at a level and pace commensurate with their abilities. The extensive work with parents encourages increased home/school cooperation and support which has been documented as being crucial to student achievement.

## Influence of Technology

At the secondary level, technology is changing instruction from experiments and problems done with manipulatives to techniques using graphing calculators, laser disk and CD ROMs. The Advanced Placement Computer Science, and Probability and Statistics courses are examples of courses using high end technology.

At the elementary level, technology acquisition is lagging behind the needs of our high ability students. Many of our schools are using computers that are several generations old and incapable of operating current software designed to assist high ability needs. A significant effort to upgrade elementary school technology is necessary.

Teachers are using computers to maintain student records, compute grades, record lesson plans, class lectures, and tests. Communication has improved through the use of e-mail and FAX. The world-wide web is used in instruction to individualize lessons for students and to provide instant, up to date information.

Technology provides a more efficient access to student records. Computerized labels and letters are used in mailings to students and parents. Computerized scoring and the screening of student records aids in compiling information for identification for the G/T program and for eligibility for such programs as the Central Academy, accelerated math, or for matching any offering with students' ability or identification area.

Technology has influenced staff work by reducing the time spent with paper work and records; however time does need to be spent in seeking out new technology opportunities, considering the applications for a particular content area, and in receiving instruction and practice on how to utilize technology most efficiently.

## Communication Within the Gifted/Talented Program

The supervisor of gifted/talented education conducts regularly scheduled staff meetings for all G/T consultants throughout the school year to address needs and programs relating to the G/T program. The Academy Consultant meets regularly with Academy teachers and counselor. Elementary, middle school, and high school consultants meet on a regular basis once a week, and more often if necessary, with the building coordinator and/or other staff in each district building to coordinate programs for gifted students. These consultants, when appropriate, also meet with and provide direct instruction to students. Three elementary consultants serve eight buildings; two serve nine buildings; each of the two middle school consultants serves five buildings; and the high school consultant serves the five traditional high schools, two alternative high schools and Central Campus. The Academy Consultant coordinates the activities at Central Academy, and the G/T Counselor has primary supervision for guidance of Academy students with in-service responsibility for other counselors and assistance with other gifted/talented students on a referral basis. The Community Resource Consultant coordinates efforts for students K - 12 that involve persons and programs outside the regular school curriculum. Programs, based on student needs and abilities, are arranged at the request of consultants, building staffs, parents, or students.

# PRODUCT EVALUATION

Evidence of Program Contribution to the District Mission

*The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn.*

"We must expect and provide opportunities for every child to learn. This is the focus of the effective schools movement." (From the Framework for Effective Schools.)

The Des Moines Schools Gifted/Talented program provides services enabling *all* to learn. For gifted/talented students this means taking them beyond the traditional programs and expectations. For students who score at the 99th percentile on standardized tests, or who enter the classroom with mastery of a significant percent of the course content, additional services are required. Evidence that students are progressing beyond the core curriculum is demonstrated by over 700 students, grades 8 to 12, who successfully attend Central Academy. This program presents specialized rigorous curriculum to academically talented students from the metro area. Gifted and talented education supports and administrates the program. All students in this center are expected to begin Advanced Placement curriculum by the sophomore year or earlier.

In the past school year, Central Academy and students participating in this program received numerous honors including:

- American Scholastic Mathematics Association Competition; 1st Place National Recognition
- National Mathematics League Calculus Exam; 13th in the nation
- Individual student ranking, 8th in the Nation, NML Calculus
- 97% of seniors attending, awarded AP Scholar award
- 8 Individuals earning the prestigious AP National Scholar award (one of 11 programs in the nation to attain this result)
- Recognition for one of the top 7 academic students in the nation
- 12th highest ranking AP program in the Midwest Region (6,599 centers in 13 states)
- Recognized for 1995-96 as One of the Top 100 AP Programs in the Nation
- Governor's Award for the top male and female AP student in Iowa (6th consecutive year)
- Numerous state and local awards for excellence

Students graduating from the Academy have been accepted at a variety of colleges and universities in Iowa and across the nation. Some of the more selective schools have been Harvard, Yale, Dartmouth, Vassar, Massachusetts Institute of Technology, Stanford, Cal Tech, University of Chicago, Northwestern, Grinnell, Carleton, Macalester, Harvey Mudd, the U.S. Air Force Academy and Amherst.

In 1996, 233 Academy students took 532 Advanced Placement tests. Across the nation and in 65 foreign countries 504,823 top secondary students participated in over 785,000 AP exams. Based on the number of tests attempted and scores attained, approximately 61,910 students earned the distinction of AP Scholar. In Iowa, 217 students achieved this honor, of which 82 or 38% attended Central Academy. Central Academy was the only program in Iowa to produce an AP National Scholar. As mentioned above, this program served eight of the 715 students who earned this award in 1995-96.

There is little question that Des Moines Public Schools, through the unique opportunity afforded by Central Academy, has been successful in meeting the needs of many of our academically talented students. Increased enrollments, national recognition, student achievements along with

student and parent testimonials all indicate the success of this program. The unique concept of consolidating for specialized programs, while disaggregating for neighborhood and traditional programs, makes this one of the best options in the nation for meeting special needs.

**1996 Advanced Placement Participation Data**

| | U.S. | Iowa | Academy Des Moines | Des Moines as % of Iowa Total |
|---|---|---|---|---|
| 11th & 12th Grade Enrollment | 5,914,000 | 74,556 | 3,647(DMPS) | 4.9% |
| Total AP Candidates | 504,823 | 2,601 | 233 | 8.9% |
| Total AP exams | 785,712 | 3,627 | 532 | 14.7% |
| Exams per 1,000 enrolled | 122 | 44 | 164 | ------- |
| AP Scholars | 61,910 | 209 | 83 | 39.7% |

Results of a survey of recent graduates who attended Central Academy have indicated that because of the Advanced Placement program at the Academy 46% of those responding entered college with sophomore standing; 82% received college credit and earned an average of 20+ semester hours of credit.

In response to the question regarding the influence of the Academy on preparation for college level course work, 88% indicated an extremely positive influence; 81% indicated they were better prepared than their college classmates; 19% indicated they were equally prepared.

In a survey sent to 1991 Central Academy graduates during their first year in college, the following comments were made regarding the value of attending the Academy:

> University of Chicago Student: *"If the Des Moines School District has excellence in education as its goal, Central Academy is the literal objectification of that goal, and nothing less."*
>
> Grinnell College: *"I would attend again because it enabled me to work more on a level that was appropriate for me. I learned a lot about myself, my abilities and my limitations, and I gained many new friendships. The most important thing I learned is that no matter what level I was on compared to my classmates, a lot of hard work would allow me to accomplish anything. That work ethic will follow me all through my life."*
>
> Evergreen State College: *"Perhaps the most important thing I learned at Central Academy was how to study in general. It helped me formulate good study habits, which are a necessity for success in college. It also prepared me for the amount of work I would need to do in college (currently about 60 hours a week). The Academy is definitely a worthwhile program."*
>
> Iowa State University: *"I would definitely attend the Academy again if given the choice. It is a very positive learning environment and the teachers are excellent. . .. The Academy also has a positive social influence. Students are more understanding of one's attitude(s) towards school and his/her goals. Students no longer feel as singled out as 'the model student' by teachers because all of the Academy students are highly intelligent and self-motivated."*

Massachusetts Institute of Technology: *"I feel that the Academy played a major factor in helping me get into M.I.T. because it offered the Advanced Placement classes. Those classes were very similar to the classes I have now especially in regards to the exams. I would definitely re-attend the Academy if I were 13 years old again."*

MacMurray College: *"In comparing my study habits to others at my school, I am astonished at how unprepared others are. I have at least 10 -15 people that regularly ask me for help on assignments and to proofread papers for them. Thanks, Central Academy, you changed my life and I'll never forget it."*

University of Chicago: *"The Academy is a wonderful opportunity that I think no eligible student should pass up. I have friends now from Exeter, Phillips Academy and some of the top private schools in the country and <u>none</u> of their programs compare to the Academy. Ours was the only school that offered so many A.P. exams. This program is vital to Des Moines and the State of Iowa."*

Supervisor's Objectives

In the past three years, new procedures and tools for identifying high potential, high ability students have been incorporated into the district. As a result, G/T identification of minority and other under represented student populations has increased by over 3%. In response to national data, the Iowa Talent Project was initiated to encourage and support high potential students with rigorous curriculum, instructional support and significant incentives. Assessing and providing for acceleration in mathematics and reading continues to be a priority for elementary academic support by G/T. Procedures now in place in 12 of our elementary schools allow flexible grouping, based upon student achievement and demonstrated need, for the delivery of reading and mathematics. This has proven to be highly successful for both students and teaching staff by allowing curriculum and its delivery to closely match student need.

The supervisor and consultant staff maintain extensive contact with the community. Informational meetings and parent workshops have been conducted in virtually every school house and many community centers. Parent support groups for gifted and talented students remain active and committed in Des Moines. Local, state and national contacts are maintained. Examples of the importance of this contact include these three examples from the past year. This office has been contacted on several occasions by parents of highly able students intending to move to the central Iowa region. In each case, they were referred to Des Moines by educators working in the gifted education field who were aware of our G/T programs due to national exposure. In several cases, the referrals were coming from state departments of education. A school administrator, from a suburban district in Indiana, called this office. She was in charge of upgrading her district's G/T program. In seeking assistance, she had contacted one of the nation's leaders in gifted education, Dr. John Feldhusan from Purdue University. After hearing her needs, Dr. Feldhusan recommended that she call Des Moines. During the spring of 1996, our program hosted the gifted education coordinator from New South Wales, Australia. He was visiting the United States with the specific goal of "seeing gifted education programs in practice." Through information received at the World G/T Conference in Hong Kong, he was referred to Des Moines as an example of one of the leading programs in the country.

The supervisor spends approximately 10% of his time working directly with building administrators. This includes an annual visit to each district principal, presenting to district and section principal meetings, staffings at buildings involving special accommodations for identified students, and reacting to specific programs or needs at the building level.

By law, an annual budget is prepared and forwarded to the Board of Directors for approval. The G/T budget is among the first budgets to be presented to the board each year. The 1997-98 G/T budget must be approved by board action and presented to the State Department of Education by November 1, 1996. Approximately 10% of the supervisor's time is spent in the development and supervision of the $1.5 million budget with nearly 80 separate accounts. Over the past five years the G/T budget has been executed to within 1% of allocated funds. In four of the five years a budget year ending positive balance existed ($5.63 in 1992). In 1995-96 a negligible deficit occurred due to greater than anticipated personnel costs.

The supervisor maintains current research and trend data relevant to Des Moines Public Schools. Attendance at regional and national research seminars, participation in leadership institutes and reviews of professional G/T and other publications provide necessary information. Program specific research is regularly shared with the associate superintendent, subject area supervisors, building administrators, the G/T Advisory Council and community members.

## District Identified Needs

The gifted/talented program has made significant contributions in addressing the District Improvement Plan and its first target; Academic Achievement. Under this plan, one of our basic belief statements indicates that "Schools must meet the unique learning needs of each of their students." G/T has supported our district schools with programs, training and resources appropriate to help meet the needs of our most advanced learners.

The first target of the Improvement Plan is Academic Achievement. By "raising the bar" for all students, in terms of achievement and expectations, G/T programs have helped the district in its attempt to increase overall student academic achievement. Statistically, Des Moines G/T students as would be expected, lead the way in academic performance, but it is important to note, that these students also exceed national standards in achievement and academic evaluation in areas such as Advanced Placement testing. Although the district target for academic achievement does not directly relate to G/T students, it is part of a dynamic structure that is affected by the performance of our most able students.

As noted in the "Process Evaluation" section of this document, over the past two years the G/T staff has conducted numerous informational or workshop sessions for parents of gifted/talented students with over 2000 parents in attendance. Parents are encouraged to be involved in planning, implementing, and signing the Individual Written Plan for G/T students identified for direct services. Businesses, community groups, and individuals have given support to the gifted/talented program, many of them providing direct instruction to individuals or groups of students.

Since 1985, thirty-nine ten-week series of guided discussion groups have been conducted for over 750 parents of gifted/talented students. Each session addresses one of the following topics: Identification, Motivation, Discipline, Stress, Depression, Communication of Feelings, Peer Relations, Sibling Rivalry, Tradition Breaking, and Parent Relationships. Parents have indicated overwhelmingly favorable attitudinal changes within the family, between the family and schools, and between the child and the school. "Homework" assignments are given to parents as encouragement to try new skills and techniques with their children." A sample of evaluation responses are shown below:

> *"The class and book have been a life saver! I can't say enough good about it, and feel every parent should have the opportunity."*

*"After an attempted suicide, we have been able to re-establish self-esteem for the child involved and the family."*

*"I cannot recommend it strongly enough. You can't ignore the special needs of the gifted/talented or assume that life will be easy for them."*

*"The attitude at school is completely different this year. The principal and several teachers have made special efforts and made positive remarks. Twenty-eight discipline slips at this time last year!"*

*"I've learned how to communicate with my child and it's working."*

*"There is not enough space to say all the POSITIVE things that have come out of this program. This has been ten weeks of positive re-enforcement ending in a closer family . . . a happier more well adjusted student . . . a more relaxed and secure parent."*

*"I've learned the difference between guiding and pushing!"*

*"My child's a happier child, my family a healthier family, and I'm a better person as a result of this class. Thank you."*

Program's Greatest Strengths

The gifted/talented program's greatest strength remains in the expertise and commitment of the supervisor, consultants, counselor and secretaries who make up the **staff**. As a whole the staff is diverse with varying strengths which complement each other. As individuals, they are competent, highly trained, and dedicated, beyond district expectations, to advocating for and meeting the needs of the gifted/talented student. They are concerned about the "whole child" and work cooperatively when possible, with administrators, teachers, parents, support staff, and the community to see that both the academic and social-emotional needs of the student are met. When necessary, they aggressively advocate for the needs of identified students to insure that this district fulfils its state mandate to provide for the needs of children. The flexibility, versatility, and creativity of this staff allows them to work within the unique structure, needs and programs of each individual building. Through their creative and innovative ideas, there is a continued effort to improve the program and the services to students.

Evidence of their capabilities and dedication is shown in the "Process" section of this document, listing the on-going professional training they receive and the presentations they have made over the past two years. They are recognized as experts in the area of gifted/talented education and make frequent presentations at state, national, and world conferences. They have been requested as outside evaluators and trainers for gifted/talented programs in other districts. They have published in professional journals and continually read and attend conferences and institutes to keep abreast of the latest research in gifted education in order to most effectively help highly able students in the Des Moines district reach their potential. To site two examples: in 1995, the Des Moines Public Schools Gifted Program was selected for more presentations (7) at the National Conference for Gifted Children than any other single district in the nation. Also, in 1995-96, through information gained at the World G/T Conference, our G/T program was visited by the Coordinator for G/T programs from New South Wales, Australia, and later received a glowing five page review in their Gifted Education publication. Our district has also received recommendations and endorsements for its outstanding programming from the Iowa Department of Education and from national leaders in gifted education.

Another program strength lies in the flexibility and variety of options for delivery of service to students. Identification and program decisions are made at the building level based on a variety of options within the program. Classroom differentiation, including cluster grouping and compacting the curriculum is crucial to meeting the student's needs. These techniques are enhanced by individual and small group extensions either during or outside the school day. Some are community based; at other times community persons come to the school for individual or group instruction. Organized competitions, district pull-out programs, mentors, or independent studies can be utilized. One of the more visible options that has proven successful is the half-day Central Academy program for highly able 8th through 12th grade students. This format permits students to have academic challenge with other students from the district, but allows them to maintain their home school identity for part of the instructional day and for their extra-curricular activities. An additional strength is that the Des Moines district identifies and provides services, K -12, in all five recognized areas of giftedness: general intellectual, specific ability aptitude, creative/productive thinking, leadership, and visual and performing arts.

An important program element for Des Moines Public School students is the strong parent-community involvement in gifted education. A full-time community resource consultant coordinates programs using expertise outside the regular classroom setting. Approximately 1500 students annually are enrolled in educational opportunities involving parent and community persons. Parents are encouraged to be involved in their child's education. Teachers, principals and consultants communicate with parents in person, by phone, and by letter regarding their child's educational program. Informational meetings, workshops, and special parenting classes are held for them. Over 2000 parents attended district presentations over the last two years. Studies indicate that strong parental involvement is the key to student success in school. The Des Moines Talented and Gifted Association, a parent group affiliated with the state organization, Iowa Talented and Gifted, holds monthly informative meetings for parents of gifted, supports gifted education at the local and state level, and sponsors activities and provides scholarships for gifted/talented students.

## Deficiencies in the Program

Accommodations for high ability students is still seen as unnecessary by some teachers and administrators. Even though the vast majority of research indicates, and the state law mandates, that such accommodations be made, there is skepticism. Space, time, scheduling and/or program philosophy does not allow students to progress at an appropriate pace or meet with others of like ability. Teachers and consultants lack access to the gifted students for testing, interviewing, or program delivery. Building coordinators do not have time for program planning, administration, or delivery of services to students. It has not been communicated to the desired level of importance that gifted education is an integral part of the highly able student's school day. The adjustment of services or curriculum needs to be focused on meeting student needs rather than on labeling a select group of students. The point must be made that providing accommodations for gifted students doesn't necessarily make our job easier, but it does make all of our lives better -- and it is the law!

The G/T program staff will continue to in-service teachers and administrators on the importance of meeting the needs of gifted students. This includes access to others of like ability during at least some part of the student day, provisions for academic challenge, the use of innovative classroom management, techniques such as curriculum compacting (they don't have to do every problem if they can demonstrate mastery), and that gifted students have special social-emotional needs that need to be met before academic success can be achieved. Resource rooms have been requested in the Vision 2005 plans, to allow G/T consultants and teachers to meet with students, store resource material, and have access to files, computers, telephones and other equipment to more efficiently serve students.

## Adherence to State Standards

The Des Moines Public Schools is in compliance with the state mandate for provisions for gifted and talented students by meeting the stated criteria:

1. Valid and systematic procedures, employing multiple criteria, for identifying students including ethnic and language diverse students
2. Provisions for curricular programming to meet the needs of identified gifted and talented students
3. Support services, including materials and staff, to ensure that a qualitatively differentiated program is provided
4. A procedure for annual review and evaluation for the purpose of program improvement.

## Unanticipated Outcomes

As consultants and classroom teachers provide appropriate curriculum differentiation for the gifted, more students are achieving at higher levels and thus qualifying for advanced programs. The 1996-97 Academy enrollment is 708 students, 8th through 12th grade with 51 attending from non-Des Moines Public schools. This indicates a heightened awareness of this program in the metro area. It is anticipated that enrollment will level off at approximately 800 students by the year 2000. In 1989, 17 fifth grade students were given accelerated math instruction, with 7 actually accelerated. In the summer of 1996, almost 200 fifth graders were screened for radical math acceleration and 86 were placed in accelerated programs as they entered the 6th grade. As more students qualify for this program, additional resources will be necessary to meet their needs. With new procedures for identifying accomplished readers, more high ability, out of grade level readers are emerging. The current trend would indicate a need for an accelerated reading - language arts program beginning at the 6th grade level.

## Observations of the Program

The supervisor makes regular visits to all components of the program. During each school year the supervisor contacts all building principals in order to assist the administrator and G/T building team in carrying out programs to meet the needs of gifted/talented students. In each building it was observed that a G/T building team of teachers is in place, students have been identified for the program and the names submitted to the G/T office, and a building plan is in place. Building principals have expressed appreciation for the support given them by the G/T program in the delivery of services to gifted/talented students.

The half-day vertical acceleration model in place at the Central Academy has been an extremely effective option. A program visitation to the Academy by Mississippi Bend Area Education educators led to the formation of the Scott County Academy, patterned after Des Moines Central Academy. A presentation at the World G/T Conference, summer 1995, in Hong Kong, prompted several inquiries for further information about the program including an on-site visit from an Australian G/T educator. Dr. Nicholas Colangelo, Researcher and Director, International Center for Gifted Education, Belin-Blank Center, University of Iowa, endorsed the model and noted that the benefits of this kind of delivery system have been documented. "In studies comparing acceleration vs. enrichment activities, acceleration activities are reported to be superior learning environments, especially when criteria are highly selective."

Dr. Leland Wolf, former Consultant, Gifted Education, Iowa Department of Education, observed, "One of the strengths of the Des Moines program is the variety of options made available to gifted/talented students. I like to encourage other districts to establish accelerated programs for

secondary students based on the Central Academy model. The community outreach program is an excellent example of the link between school and community, which is especially important for gifted children."

The procedure for evaluation and acceleration in mathematics has proven to be successful in the district. Although new curriculum adoptions have required some modification in this program, it continues to be a strong accommodation for highly talented students. A framework for meeting the needs of high ability readers is currently under revision. In the district's seven high schools, the Talent Development model has allowed secondary students the opportunity to utilize multiple programs to meed their individual needs. In all cases, a strong evaluation and assessment component is critical for identification and program delivery.

## Cost vs. Benefits

The gifted/talented program provides services to approximately 14% of the district's students with less than 1% (0.8%) of the district budget. In addition to the 4000+ students identified for the program, other students in the district benefit indirectly from the services provided by the Gifted/Talented Program. Consultants, whose salaries are funded from the G/T budget, have in-serviced classroom teachers in the use of higher order thinking skills, learning styles, and curriculum differentiation. As teachers implement these techniques in the classroom, the instructional level of all students is raised when gifted students are asked questions that require higher order thinking to determine the answers, or when other high ability students are grouped with the identified students for advanced level instruction.

G/T consultants have conducted training, and funds from the G/T budget have paid for teachers and parents to be trained in coaching activities such as Odyssey of the Mind, Future Problem Solving, and Junior Great Books. Registration fees for these competitions often come from G/T funding; however, other district students are encouraged to participate on the teams. At the secondary level, gifted/talented funds have helped subsidize music, drama, and forensic activities. In 1995-96 the gifted/talented program helped underwrite special events in virtually every Des Moines school. Books, software, professional authors and musicians, architects, artists, storytellers, college professors and NASA scientists were part of the list of accommodations provided to meet building needs.

Gifted/talented students are as varied as they are alike. Thus students identified for the program may also be underachievers, at-risk students, low socio-economic, or students with some type of learning disability. It is important to note that many G/T identified students are also identified as having attention deficit disorder, behavior disorders, hyperactivity disorders, visual and auditory disorders, substance abuse problems, history of physical abuse, or limited English proficiency. The common bond is that they also exhibit unusually high potential or demonstrated ability in academics, fine arts, creativity or leadership. Although many of these students require services from other support agencies within the district, many are accommodated by G/T programs and do not require additional services from other special district programs. As an example, it is common for high ability students demonstrating behavioral difficulties to become appropriate classroom citizens following curriculum adjustments.

Volunteers or other in-kind services from parents and the community allow gifted students to participate in many experiences at no cost to the district. The dollar value of yearly community service to students would equate to well over $10,000. Donated tickets for Civic Music Association concerts, sponsorship of Des Moines Academic teams, donations of equipment and expertise are all critical to the overall support of the G/T program.

Program staff is minimal with elementary consultants serving 8 or 9 buildings, middle school

consultants serving 5 to 6 buildings, and one person serving all the district's high schools, to insure that needs of gifted/talented students are being met. Each building has a teacher designated as Gifted/Talented Building Coordinator. This teacher is rarely given a period for administering the gifted program or working directly with students in the building. The $1,000 yearly stipend, increased from $680 in 1995, is below other extra duty stipends or Phase III specialists positions but stretches the G/T budget. Given the restraints of the gifted/talented budget, it is unlikely that the amount of this stipend will be raised again in the immediate future.

Is the program providing more services to students while maintaining staff at a constant level? The answer is overwhelmingly, "Yes." The trend is to offer significantly more services to all identified students in contrast to the emphasis in previous years of providing direct services predominantly to only 3% of the population. In addition more programs and services are continually being added. For example, in 1994 and 1995 additional district wide seminars for cultural diversity, exemplary writers, and science abilities were added. The G/T summer School of 1988 enrolled 198 students. In 1996 over 750 students were enrolled. In 1981-82, the first year of the Community Resource Consultant position, experiences were arranged for 396 students. The total number of enrollments with community persons in 1995-96, was approaching 2,000. The consultant staff continues to provide additional services to increased numbers of students, and thus regularly adds more after-school, night, and Saturday time to their work load.

The G/T budget provides for one full-time and one half-time secretary. These secretaries are responsible for multiple annual mailings to parents of 4000+ students, regular communication with 63 buildings, principals, building coordinators and parent groups, record keeping and collection of fees for all services offered, primary record and data work for Central Academy (147% enrollment increase in the last 5 years), managing the G/T office and the secretarial support for a supervisor, eleven consultants, and 17 Central Academy teachers.

## Revenue Generated

Program fees are collected for many gifted/talented experiences that are held outside the regular school day. These fees directly support the cost of specific events (i.e. G/T Summer School). During the current school year, G/T programs are directly responsible for fifty-one 28E students (non-Des Moines students paying for special programs) and over two dozen open enrollments to the Des Moines district. Anticipated revenue from the 28E shared service students is approximately $100,000 for the 1996-97 school year. A portion of this revenue is dedicated to provide G/T services and is included in the G/T budget ($35,650 in 1996-97).

## Improvements That Have Been Made

Individual schools have become more directly involved with meeting needs of G/T students through the use of decentralized G/T funds. Almost $63,000 will be placed in district buildings to be used by G/T teams to help meet student needs within each setting.

Multiple age grouping has become a significant tool for addressing high ability needs. The growth and success of the math acceleration program and reading leveling assessments have demonstrated the effectiveness of this type of grouping. Flexible grouping to meet specific needs has become acceptable, in many of the district's elementary and middle schools, as a management tool to assist in meeting needs. As a result of teacher in-service, differentiated instruction is being used for gifted students, through curriculum compacting, alternative assignments, and varied strategies of delivering and evaluating instruction and learning based on the student's learning style. The tremendous growth and success of Central Academy has added to the district's knowledge and ability in regard to dealing with high ability academic needs. New Advanced Placement courses have been added at the Academy and at district high schools. In the past two years, AP Computer

Science, AP Probability and Statistics, AP Studio Art, and AP Spanish have been added. AP enrollments throughout the district, metro area and state continue to increase.
Highly talented vocational students have been identified for G/T support and have been provided support services. Last year, identified vocational students participated in state and national business, carpentry and auto mechanic competitions using support from G/T funds. Programs in place at Central Campus provide for high level instruction in technical areas. In addition, the gifted and talented program provides limited mentorships and community experiences to support vocational students.

A continued effort has been made to increase identification of gifted students to include all socio-economic and ethnic groups. The Ravens Progressive Matrices, a non-verbal standardized test, has been effective in finding some students overlooked by more traditional methods. Additional minority eligibility for the Academy was a result of using the Comprehensive Test of Basic Skills. Increased use of the Torrance Tests for Creative Thinking has helped to identify other students for services in the area of creativity.

In 1994 the Iowa Talent Project was initiated. This collaborative effort, involving the University of Iowa, the Des Moines Public Schools and The AmerUs group, was designed to provide significant incentives and support for high potential students representing populations traditionally underserved by gifted programs. This includes economic disadvantaged, African American, Hispanic and American Indian. Forty-two students have participated in this program which encourages participation in rigorous curriculum, stresses high academic standards, and provides up to five years of full scholarship at the University of Iowa upon successful completion of the secondary portion of the program. District wide, minority identification has increased from 11.1% in January of 1989 to over 14.8% in January of 1996. In the spring of 1996, total minority participation in G/T indicated 623 of the 4,205 students identified for support services.

In contrast to the instructional support in special education, which strives to move students from the program into more traditional programming, one indication of success in gifted/talented programs is increased enrollments is accelerated or rigorous academic programs. As an example of gains made in DMPS, Advanced Placement enrollments have increased over 26% in the last three years. The number of students at the elementary level, accelerated in their mathematics has showed a steady and significant increase over the period 1985 to 1995. The chart below gives evidence of this increase as shown in recommendations for incoming 6th grade students over the past eight years. This same pattern is occurring at other grade levels. A second indication in the math program is the change in enrollment at one of the higher levels, AP Calculus. The second chart shows this trend over the past several years.

==========

**Students Recommended for Accelerated Mathematics**
**Entering Grade 6**

| | '89 | '90 | '91 | '92 | '93 | '94 | '95 | '96 |
|---|---|---|---|---|---|---|---|---|
| Beyond Algebra | | | | | | 1 | | |
| Algebra | | | | | | | 3 | 7 |
| Pre-Algebra | 5 | 18 | | 47 | | 26 | 42 | 23 |
| Adv. 7th Math | 2 | 6 | | 22 | | 4 | 22 | 59 |
| Totals | 7 | 24 | * | 69 | * | 30 | 64 | 89 |

*data unavailable for this report

**Enrollments in Advanced Placement Calculus 1992 - Present**

| 1992 | 1993 | 1994 | 1995 | 1996 |
|---|---|---|---|---|
| 41 | 50 | 59 | 77 | 88** |

**an additional 21 students are enrolled in Advanced Placement Probability and Statistics

# FUTURE PLANNING

## Response to the Curriculum Management Audit

A review of the Curriculum Management Audit identified several areas that require additional support and attention from gifted education. Gifted and talented education will participate fully in the district response plan once it is approved in its final form. Although all recommendations impact the area of gifted and talented support, the following areas are of particular interest:

- the development of policies that pertain directly to the support and curriculum available to talented students (Recommendation #1)
- the use of appropriate evaluation and assessment to insure proper curriculum is delivered to talented students (Recommendation #2)
- expanding the use of available meaningful data to insure proper identification and programming for highly able students (Recommendation #3)
- assisting building administrators in reviewing research on accelerated learning (A.3.3)
- utilization of test results and other assessments to continuously regroup students for instruction and to modify curriculum (A.3.1)
- assist instructional leaders with "best practices" in regard to gifted students (A.4.2)

An interesting side note was found in Recommendation 8, page 142 of the Curriculum Management Audit. In the first paragraph, it recommends that staff development be conducted in at least four levels for each area of concentration based upon the needs of the individual staff member. This concept has been accepted as a common sense approach to meeting needs in virtually all endeavors.

## Equipment

To efficiently deliver curriculum and coordinate the program, technology must be updated. The incorporation of more technology in Des Moines Public School classrooms will allow gifted and talented students an opportunity to utilize appropriate software and computer assisted instruction to differentiate curriculum. This requires constant review and purchase of such material to support student needs.

The number one priority for gifted education is to remodel and replace outdated Central Academy science labs to facilitate the latest, most rigorous science curriculum. These labs are terribly outdated, with little or no facility upgrade since the mid-1950's. Some equipment in these labs dates back to the 1940's. Negotiations have been underway for several years to provide funding to upgrade these labs. Central Campus has also listed this as their number one priority for 1996-97. It is anticipated that initial work on the Advanced Placement Chemistry Lab will begin during the summer of 1997, with renovation of the AP Biology, AP Physics, AP Computer Science, AP Probability and Statistics and the general science lab to occur over the next four years.

Equipment and technology for middle and elementary G/T programs is also a priority concern. Many of our highly able students could benefit greatly through current available technologies. Examples are intercut use for high level research, CT ROM capable hardware which will allow some of the most sophisticated software to be used, access to graphing calculators for our highly talented young mathematicians. The introduction, maintenance and upgrade of technology will be one of the most difficult processes that we will face in the foreseeable future.

## Formalized Acceleration Plans

For gifted students to reach their potential, there must be flexibility in the curriculum and in the delivery system of that curriculum. Support for acceleration of content in mathematics and reading remains a priority goal. Just as the district provides identification and programming for students working below grade level, similar assessments and program modifications must be made for those students performing above grade level. It is imperative that evaluation and assessment tools are available to determine achievement levels and appropriate programming in the major disciplines. The gifted/talented program will work with subject area supervisors to develop and maintain formalized acceleration plans in reading, language arts, social studies, and science.

Research by James Kulik, 1992, documented in the Education Policy Analysis Archives presents "An analysis of the Research on ability Grouping". The result of this meta-analysis indicates the belief that grouping by ability or interest is inherently harmful to low-aptitude students is not supported by research. "Programs which tailor the curricula to the different abilities of each group show significant gains for all student ability levels, averaging between 2 and 3 month of additional learning per year, on grade-equivalent scale." "Plans particularity aimed at classes of high-aptitude pupils show dramatic gains of approximately one full year for acceleration." "These results confirm the common sense notion that the more an educational program's speed and content are tailored to the abilities of its students, the more those students will learn, regardless of their aptitude level."

As a successful result of mathematics acceleration in Des Moines, seven high ability students are currently completing Algebra in the 6th grade. It is anticipated that by the 1999 school year, sufficient numbers of these students will exist in the district to allow a consolidation at the 7th grade level to meet their academic needs. This would involve moving these high ability students (approximately 15- 20) into one site for a portion of the student day to provide geometry and most likely an accelerated language arts and/or science program. The initial analysis of this need, to include possible sites, curriculum and staffing requirements is currently being conducted.

## Appropriate Learning Settings

Students achieving at similar levels need to be grouped together at some time during the school day for academic challenge. Placing students with others of like interests and abilities increases achievement, helps meet the social-emotional belonging needs, reduces the feeling of alienation and thus the potential for becoming a school "drop-out." Efforts will be made to work with building principals and subject matter supervisors to accommodate both the scheduling and the learning needs for these students. The gifted/talented program is advocating for planning time and a space in each building for the G/T building coordinator, consultant, or facilitator to deliver these services to students.

Concurrent scheduling and departmentally teaching of content areas at the elementary school will allow for flexibility in placing students in the appropriate level curriculum. Teachers can utilize their areas of expertise to provide challenging curriculum to highly able students in the basic skills areas and then to facilitate the integration of these disciplines. The use of flexible grouping options at the elementary and middle school levels for the delivery of curriculum provides a strong management tool to facilitate increased student achievement at all levels. This is not only research based, but a validated result within our district. Alternative elementary and middle schools similar to the concept of Central Academy where high ability / high achieving students can be challenged in math, science, social studies, reading, and also creativity and research process skills is a long range goal.

## Fine Arts Programming

The fine arts curriculum needs to be expanded for students gifted in those areas. It is desirable to have advanced fine arts offerings at the secondary school as an extension of those services provided at Edmunds Academy. At the high school level, efforts have been made to expand Advanced Placement fine arts classes to include AP History of Art and AP Music Theory. The district currently offers AP Studio Art.

Collaborative efforts between G/T and the music department have resulted in the implementation of a Summer Music Program held concurrently with G/T summer school. The ability to share and consolidate resources has made this an attractive and effective program.

Elementary art extensions have been incorporated in the G/T program for students from kindergarten through 5th grade. Examples include our environmental science / art integrated series which allows talented art students to express their environmental concerns through multiple mediums.

## Central Academy Support

Central Academy has proven to be an extremely effective and valuable curriculum delivery center for many G/T students. Currently serving approximately 6% of Des Moines students in grades eight through twelve, its rapid and sizeable growth has several implications for future planning. One is the recognition of Des Moines Public Schools as a leader, both in Iowa and nationally, in providing consolidated, specialized, high level curriculum to meet student needs. The dramatic increases in the number of Advanced Placement exams taken in Des Moines have sent a clear message that Iowa is moving toward assuming its proper role in national placement for educational excellence. In 1985 Iowa ranked last, 50th out of 50 states, in the U.S. Department of Education's rankings for the use of Advanced Placement curricula for high ability learners. In 1995 Iowa held a ranking of 45th of 50 states with 39 AP exams per 1000 eligible juniors and seniors. Using the same data, Des Moines would rank 7th in the nation with the current numbers of 164 exams per 1,000 enrolled juniors and seniors. The improvement of Iowa's standing is clearly a result of Des Moines' commitment to the Advanced Placement curriculum 1987, through the utilization of Central Academy. This center has allowed Des Moines to pilot new, highly rigorous curriculum and "raise the bar" for expectations in our district. As an example, Advanced Placement enrollments, district wide, have grown from approximately 200 in 1985 to almost 900 in the current academic year. New Advanced Placement courses in Computer Science, Probability & Statistics, Studio Art, French and Spanish have all been added to the district in the last five years. This has been possible in great part, due to the achievement and record of Central Academy. Future plans must include the immediate upgrade of science facilities for this highly successful and unique segment of Des Moines Public Schools.

## Source of Funding

During the past three years, funding of this program has returned to the additional allowable growth provision in the Iowa statutes. The current budget consists of 47% funding from allowable growth and 53% from the instructional support levy. Additional funding based on non-district enrollments for gifted programs and from corporate and government grants has helped G/T provide some critical programs, an example being the Iowa Talent Project. Being asked to do more with less has reached its ultimate limit. Funding for support services will continue to be a major

concern. It is anticipated that a greater share of funding for G/T programming will need to shift to additional allowable growth and that a larger portion of shared service agreement monies generated by G/T programs, will be required to support G/T programs.

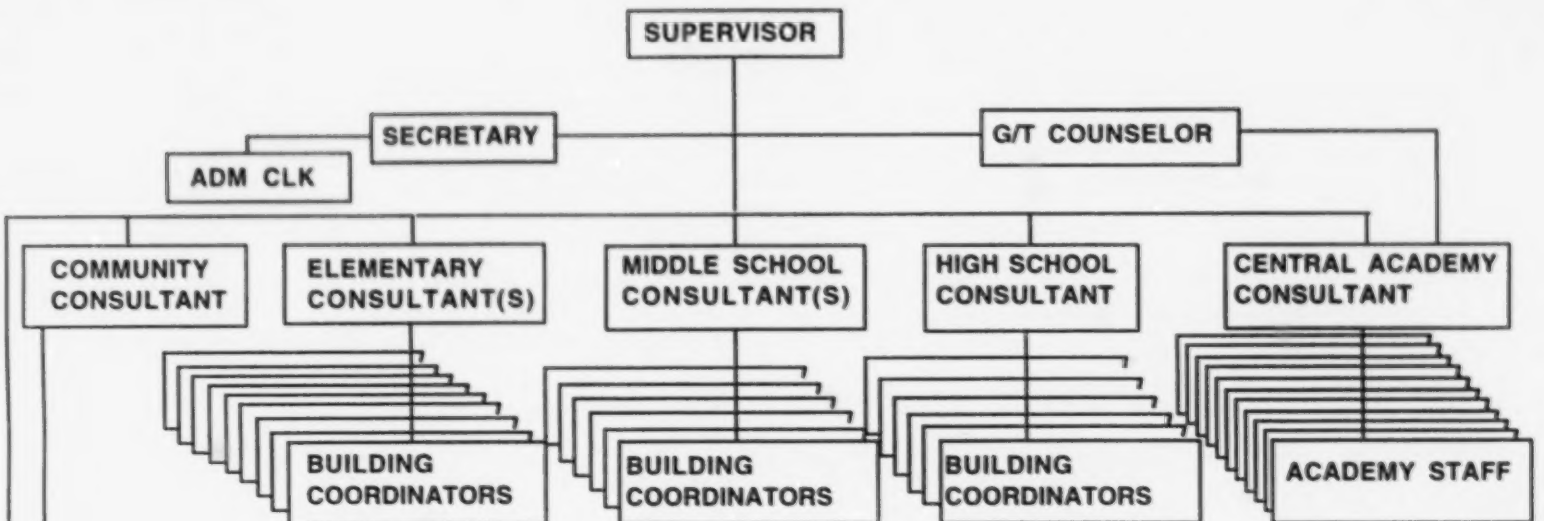
## Staff In-Service

Staff training continues to be a critical part of G/T services in Des Moines. Under current trends, teachers working within inclusive classroom are required to meet a great diversity of needs, including the emotional and intellectual needs of exceptional students. New courses designed to help teachers differenciate curriculum to meet student needs are being conducted across the district. Specific ways of differentiating the curriculum in a particular content area have been developed and are shared through both staff development and Phase III courses. Subject area supervisors and the supervisor of guidance and counseling are included in preparing and developing these courses. In-service is held with entire staffs or with individual teachers as they deliver services to a particular child. In-service will continue to be conducted district wide at the March teacher in-service and at the fall pre-contract day for G/T building coordinators. Funding for development and facilitation of these courses is provided in part through the G/T budget.

The Gifted and Talented Teacher Endorsement, added to State of Iowa Teaching Certification, enhances G/T programming, facilitation, and understanding throughout the state and certainly in Des Moines. Teachers are encouraged to pursue the twelve hours of graduate credit leading to this endorsement.

APPENDIX A

## DES MOINES PUBLIC SCHOOLS
### GIFTED & TALENTED EDUCATION STRUCTURE




ELEMENTARY CONSULTANTS 5
ELEMENTARY COORDINATORS 44

MIDDLE SCHOOL CONSULTANTS 2
MIDDLE SCHOOL COORDINATORS 11

ACADEMY STAFF 18

HIGH SCHOOL CONSULTANT 1
HIGH SCHOOL COORDINATORS 7

MENTORS
COMMUNITY RESOURCE PERSONS
SPECIAL OUTSIDE PROGRAMS

SPECIAL ASSIGNMENT INSTRUCTOR 3

DM TAG, G.T ADVISORY COUNCIL,
CENTRAL ACADEMY BUSINESS PARTNER: The AmerUs Group

Revised: Fall 1995

# GIFTED/TALENTED ADVISORY COUNCIL 1996-97

| LAST NAME | FIRST NAME | REPRESENTS |
|---|---|---|
| ALLEN | ANITA | SCHOOLS-ELEM |
| CAMPBELL | CRAIG | SCHOOLS-ELEM |
| DAVIS | STEPHEN | DMTAG |
| GRONERT | JOIE | G/T BLDG COOR |
| HUEHN | KEN | MENSA |
| ISENSTEIN | LAURA | DM LIBRARY |
| JARASVIROJ | TUKIE | PARENTS |
| KATRENICH | DAVE | IZAAK WALTON LEAGUE |
| LEONARDO | PEGGY | DM ART CENTER |
| MULLAHEY | BARB | PRIN-MIDDLE/HS |
| MEHL | MARGARET | COMMUNITY |
| MOOERS | MARK | STUDENT |
| MORRISON | SUSAN | PARENT |
| MUNNS | DIANE | PTA COUNCIL |
| ROBERTSON | MARY | DIR. ADMISSIONS, DRAKE |
| ROSS | TOM | PARENTS |
| SECKINGTON | MARY RITA | PRIN-ELEM |
| SEITZ | SUE | COMMUNITY |
| SHANE | TERRY/DELORIS | PARENTS |
| SMITH | BEV | DM COUNCIL-PTA, PRES. ELECT |
| VOLKMER-JONES | SUZANNE | DMTAG |
| WHITE | ZENOBIA | PARENTS-ITP |
| WILLIAMS | DARLENE | PARENTS |
| G/T STAFF | | |

APPENDIX B

# G/T COMMUNITY RESOURCES
## 1995-96

The following activities were arranged in cooperation with the Gifted/Talented consultants and building staffs. Individual schools also arranged for community persons to interact with their G/T students. The number of students who participated is 2753. The 408 hours are the contact hours by community persons. It does not include preparation time. Des Moines teachers who met with students outside their school contract time are included in the 106 community persons.

| CONTENT AREA | COMMUNITY RESOURCE | STUDENTS | HOURS |
|---|---|---|---|
| Writing: Exemplary Writers,Gr. 4 & 6 | Art Center: Mary Louise Kane; Mary Kay Shanley | 35 | 4 |
| Writing: Exemplary Writers, Gr. 3 & 5 | August Home Publishing: Mary Kay Shanley, Author | 25 | 2 |
| Exemplary Writers, Gr. 8 | August Home Publishing: Karen Subach, Topeka, Kansas | 26 | 2 |
| Writing: Elementary | Botanical Center: Sandra Warren, Strongsville, Ohio | 80 | 4 |
| Writing: Meredith/Goodrell | Paul Micich, Professional Author, Illustrator | 24 | 3 |
| Writing: Garton | Pat Doyle, Retired Teacher | 16 | 2 |
| Greenwood | " " | 18 | 2 |
| Writing: 9th Grade, Central Academy | Mary Swander, Author | 22 | 1 |
| Literature: Howe, Lovejoy | Des Moines Public Library: Deb Krebill, Librarian | 20 | 2 |
| Woodlawn | Des Moines Public Library: Mary Neiderbach, City of DM | 18 | 2 |
| Shakespeare: 12th Gr. Central Academy | Brian Lynner, Professional Actor | 75 | 3 |
| Journalism: Hoover | Mary Ann Lickteig; Des Moines Register | 1 | 2 |
| Storytelling: Park Avenue | John Mooy, Professional Story Teller | 8 | 3 |
| Storytelling/Puppetry: | Ann Murray, Public Library | | |
| Brooks | | 12 | 2 |
| Lovejoy | " " | 12 | 2 |
| Perkins | | 12 | 2 |
| Howe | | 10 | 2 |
| Jackson | | 15 | 2 |
| Hillis | | 14 | 2 |
| Chess: Monroe | Ben Munson, Coordinator Chess Tournaments | 1 | 4 |
| Cartoooning: | Gene Hamilton, Professional Artist | | |
| Cattell | | 14 | 4 |
| Brody | " " | 18 | 4 |
| Madison | | 18 | 4 |
| East | | 20 | 2 |
| Meredith | | 16 | 2 |
| Woodlawn | | 15 | 4 |
| Perkins | | 12 | 4 |
| Goodrell | | 16 | 2 |
| Willard | | 6 | 4 |
| Cartooning: Cattell | Art Lindgren, Retired Architect and Cartoonist | 24 | 1 |
| Creativity and Movement: Elementary | Art Center: Lana Lyddon-Hatten, Professional Dancer | 150 | 6 |

APPENDIX C

APPENDIX C

| CONTENT AREA | COMMUNITY RESOURCE | STUDENTS | HOURS |
|---|---|---|---|
| Creative Dramatics | Tom Milligan, Professional Actor | | |
| Hiatt | | 20 | 2 |
| Goodrell | " " | 20 | 2 |
| Meredith | | 18 | 2 |
| Harding | | 21 | 2 |
| Creative Dramatics: Rice | Patricia Willet, Teacher | 12 | 4 |
| Water Color Painting: Adams | Gene Hamilton, Professional Artist | 20 | 4 |
| Hoyt | " " | 22 | 2 |
| Monroe | | 18 | 4 |
| Art/Marine Ecology: Elementary | Karen Murphy, Sharon Campbell, Melinda Kabel | 45 | 9 |
| Art/Forest Ecology: Elementary | John Walkowiak, Forester; Sharon Campbell, Kelsey Johnson | 47 | 9 |
| Art/Iowa Wild Life | Patrice Peterson, Polk County Conservation Commission | 35 | 9 |
| | Shelly Rothmeyer, Heather Worthington-Bailey | | |
| Social Studies | Shep Sparks, Lawyer and Investment Planner | 1 | 10 |
| Math: | | | |
| Harding | Jason Byrne, Volunteer, Taco John's | 1 | 10 |
| Jefferson | Bob Gabler, Retired Math Teacher | 1 | 40 |
| Brody | " " | 1 | 10 |
| Puppet Workshop: Hubbell | Carol Taylor, Des Moines Playhouse | 12 | 1 |
| Architecture: | Barb Schmidt, American Institute of Architects | | |
| King | | 16 | 1 |
| Hanawalt | " " | 20 | 1 |
| Hillis | | 10 | 1 |
| Greenwood | | 18 | 1 |
| Studebaker | | 18 | 1 |
| Architecture: Hubbell | Mel Shivvers, Architect | 18 | 2.5 |
| Outerspace and Art: Lovejoy | Linda Traczyk, Des Moines Teacher | 14 | 6 |
| Criminal Investigation | Darwin Chapman, Director of Divison of Criminal Investigation | 1 | 2 |
| Music History: Hanawalt | Joyce Lutz, Music Teacher | 10 | 4 |
| Music Composition: Hanawalt | John Carlsten, Composer | 1 | 4 |
| Middle School Students | Robin Jons, Professional Song Writer | 10 | 3 |
| Music Performance & Appreciation | Bruce Brubaker, Ayako Yoshida, Darret Adkins, | | |
| Grade 5 - 8 | Professional Musicians, Juilliard School, New York | 10 | 6 |
| Vocal Music: Callanan | Gene Wilson, Director, Des Moines Childrens' Chorus | 1 | 1 |
| Song Writing/Sea Chanteys: Hiatt | Bob Baldwin, Professional Song Writer, Author | 24 | 2 |
| Middle School Students | | 10 | 3 |
| Dance: Academy 8th Graders | Valerie Williams, Co-Motion Dance Theater | 200 | 3 |
| Dance: Middle School | Janice Baker, Professional Dancer | 10 | 3 |
| Jazz: Academy 8th Graders | Frank Tribble Jazz Ensemble ( Four Persons) | 200 | 12 |
| Art Appreciation | Des Moines Art Center: Angel Suarez-Rosado and 6 Staff | 200 | 15 |
| Art Appreciation/Career Goals | Kevin Cole, Professional Artist; Atlanta, Georgia | | |
| Hiatt, Iowa Talent Project Students | | 21 | 1 |

| CONTENT AREA | COMMUNITY RESOURCE | STUDENTS | HOURS |
|---|---|---|---|
| Art and Creativity: Elementary | Salisbury House: Shelley Rothmeyer, Art Teacher | 36 | 4 |
| Orienteering: Monroe | Marty Vrzak, Camp Dodge; Jennifer Williams, Teacher | 12 | 6 |
| German: Hubbell | Jeff Greenberg, Roosevelt Student | 1 | 4 |
| Owl Investigations: | | | |
| Pleasant Hill | Cindy Blobaum, Riverview Nature Island | 12 | 1 |
| Cattell | " " | 14 | 1 |
| Bald Eagle Study: Middle School | U.S. Army Corps of Engineeers, Pella | 25 | 4 |
| Leadership: Middle School | Marty Vrzak, Stephanie Miller; Camp Dodge | 85 | 8 |
| Girls Career Workshop: Middle School | 18 Community Women Representing Various Careers | 180 | 18 |
| Environmental Heritage & Prairie Life: Pleasant Hill & Hiatt | Patrice Peterson, Loren Lown, Polk County Conservation | 14 | 8 |
| Science Investigations: Meredith | Miggs Hubbard, Teacher; Two Drake Science Students | 18 | 6 |
| Science Investigations: Elementary | Chris O'Hana, Ed Pilkington, Don Wirth, Miggs Hubbard | 136 | 24 |
| Marine Biology: Pleasant Hill | Heather Nordin, Kristan Price, Joey Smith, Biology Students | 14 | 3 |
| Native American Studies: Elementary | Pat Peterson, Polk Co. Conservation; Gene Fracek, Principal | 40 | 4 |
| Mime: Middle School Students | T Valada-Viars, Des Moines Playhouse | 10 | 3 |
| Leadership: Elementary | Jane Cox, Iowa State Univ.; Tim Lane, Dept. of Health | 160 | 4 |

ELEMENTARY PARENT CHILD WORKSHOPS

(Held at the site listed however students from other schools attended. The number indicates the number of students attending.)

| | | | |
|---|---|---|---|
| Astronomy: Lucas (Two Sessions) | Joan Hailey, and 4 Astronomy Society Members | 21 | 10 |
| | Richard Miles, Drake; Janet Rosenbaum, Teacher | 19 | 10 |
| Problem Solving OM Style: Jefferson | Pat Ballou, Judie Horka; Des Moines Staff | 10 | 3 |
| Creative Problem Solving: Douglas | Corrine Vint, Des Moines Staff | 6 | 1.5 |
| Avian Artistry: Oak Park | Bonnie Callan, Life Science Educator | 9 | 1.5 |
| Creative Drama: Adams | Shelly Smith, Lisa Turner, Teachers | 12 | 3 |
| Hillis | Patricia Willets, Teacher | 9 | 1.5 |
| Math and Computers: Willard | Mary Ellen Streyffeler, Chris Norris | 21 | 1.5 |
| McKinley | " " | 10 | 1.5 |
| **Total Community Persons: 106** | **Students:** | **2753** | **Hours: 408** |

In addition to the activities listed, Middle School consultants arranged overnight leadership retreats for their gifted/talented students. Many community persons were involved in the Saturday Institute classes arranged by Jane Craiger, and the Global Studies classes arranged by Judie Horka. Sixty middle school students (along with 8 senior high leadership students) participated in the week long G/T summer camp held in August at the 4-H Educational and Natural Resource Center near Madrid under the leadership of Ed Pilkington. One hundred tickets purchased by Dain Bosworth, Inc. were distributed to talented musicians to attend the five Civic Music Association concerts held at the Civic Center. Carol Tomlinson, University of Virginia, presented an in-service on differentiated curriculum in the classroom for all G/T Building coordinators and for middle school staffs. Three 10 week series of guided discussion groups served approximately 70 parents of gifted. A special evening session presented by Sandra Warren, Strongsville, OH, *Giftedness: Beyond the Label*, was attended by approximately 60 parents. The G/T staff participated and supported the parents of gifted in the Des Moines Association for Talented and Gifted through their monthly programs and board meetings, and the G/T Advisory Council which involves school, community, and parent representatives.

APPENDIX C





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**G/T SUMMER SCHOOL COURSES OFFERED**
**June 10 through June 28, 1996**
**9:00-11:00 am Monday-Friday**

**Entering grades 1-2:**

____**Explorations in Space** - Fiction literature, math, art, science, creative activities
____**Rain Forests**-Plant/animal relationships, ecosystems (art, science, math, literature)

**Entering grades 1-2-3:**

____**Literature and the Fine Arts**--Music, movement, art, stories, plays & puppetry
____**Science Investigations** - Science, math, language arts, use of the scientific method

**Entering grades 2-3:**

____**Animals of the Ocean** -Study of marine life (art, science, literature, research)
____**Art--Varied Media**
____**Authors, Authors, Authors** - Reading, language, art, creative writing
____**Dinosaurs** - Geologic eras, Iowa's geological history, fossils, related art
____**Entomology** - Study insects, field trip observations, projects, related art
____**Earthquakes and Volcanoes** - Earth's land forms & nature's disasters
____**Fairy tales Folk tales and Fables**-Literature, science, math, reading, writing, art, & drama
____**Literature Alive!** - Around the world through stories, music, geography, science, art
____**Logic, games and puzzles** - Learn games, invent games, original puzzles
____**Math in the Real World** - Manipulatives, puzzles, games
____**Underwater Wonders** - Water in our world, literature, watercycle, creatures, uses, purification

**Entering grades 3-4:**

____**Bubblemania** - Experiments and bubble magic, geometry, art, literature, music
____**Cartooning** - Basics: faces, bodies, animals, doodles, games and more
____**Making Music** - Creating music using voices, instruments, and computer
____**Rain Forests** - Locations, inhabitants, ecosystems, construction of a rain forest

**Entering grades 3-4-5:**

____**French** - Beginning vocabulary/conversation & culture - songs, games, food
____**Japanese** " " " " "
____**Spanish** " " " " "
____**Life With the Sioux Indians** - Legends, literature, constructions, games
____**Kool-Aid** - The creative curriculum - science, art, hands-on activities, math, language arts
____**Poetry** - Art, music, literature, original writing in various styles
____**Theater Pizazz** - Integrated creative drama activities, pantomime, role-playing, juggling
____**Community Based Art** - Varied media, murals, group projects

**Entering grades 4-5:**

____**Aerospace** - Outer space, space travel, and living in space
____**Art - Mixed Media** - 2 & 3 dimensional activities
____**Chocolativities** - Literature, poetry, storywriting, drama, investigations, cooking
____**Logic, Games, and Puzzles** - Learn games, invent games, original puzzles, chess, checkers
____**Fun with Math and Math Games** - Constructions, computers, manipulatives
____**Aerodynamics** - Kites, airplanes, rockets
____**Microbiology** - Microscopes, studying organisms, gathering samples
____**Architecture** - Styles, sketching, painting, constructing
____**Art--Drawing and Painting** - Pencil, charcoal, watercolor, tempera, oil pastels

APPENDIX D

**Entering grades 4-6:**

____**Egypt** - The land of the pyramids - Art, literature, mummification simulation, construction of King Tut's tomb.

____**Fabric Art** - Old and new quilting-color, design, & math used with sewing techniques

____**Science Discoveries** - Chemistry, electricity and physics experiments

____**Sesquicentennial Iowa** - Discover and recreate events, reading, writing, math, a

**Entering grades 5-6:**

____**Riverview Environmental Studies** - Pond studies, wetlands, food chain, soil analysis, leaf printing, scavenger hunts

**Ages 12 and 13 only:**

____**Marine Biology** - Observation of live and preserved specimens, microscopes, role playing, snorkeling, creating an aquarium (Central Campus lab)

**Entering grades 5-6-7:**

____**Hot off the Press** - Writing, interviewing, creating, publishing newspaper

____**Whodunit?** - Challenge thinking skills to solve puzzles & games and mini-mysteries

____**Creative Crafts** - Hands on craft designing using a variety of materials (fabric, T-shirts, paper, containers, etc.)

**Entering grades 6-7-8:**

____**Acting For Television** - Scripts, memorizing, prop-making, video production (Central Campus)

**Entering grades 6-7-8-9:**

____**Speed Reading** -Improve reading speed and flexibility while maintaining high comprehension, computers and individual instruction.

____**Argumentation and Debate:Pre-law-** Field trips, research, position paper

____**Music Theory and Composition** - Keyboards, computers and composition

____**Rocketry & Aviation** - Rocket study/design, models, aviation simulations

____**So You Want to be a Writer** - Styles of writing, poems, short stories

____**Art--Drawing and Painting** - Charcoal, watercolor (on location)

____**Moneybags** - Banking, credit, and stocks, computers

____**On Stage** - Creative drama, writing, performing, making props

____**Radio Broadcasting.**- Writing, broadcasting, studio operations, disk-jockey experience (Central Campus)

____**Elements of Probability and Geometric Constructions** - Everyday statistics, T81 calculator, problem solving

____**Photography** - 35mm camera, darkroom techniques, photo collage, 3D photography and much more.

____**Footsteps to Success** - Research successful people, interviews, speakers, field trips

**Entering grades 7-8-9:**

____**Art: Varied Media**

____**Technology Today** -Computer animation, holograms, TV video editing, lasers, robotics



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## Registration Form
## Due May 17, 1996

Name_____

Address _____

City_____ Zip_____

Home ph_____

Work ph_____

Current School_____

please circle
Male/Female

Please circle
Entering Grade
7 8 9

T-Shirt Size S M L XL XXL

please circle
A check for $ 140.00 is enclosed
or
Please send a financial aid form

Make check payable to:

Des Moines Public Schools

Gifted/Talented Education
1800 Grand Ave.
Des Moines, IA 50309-3399
ph: 242-7856





## Overall Goals

Students are provided the opportunity to:

*work collaboratively with others.

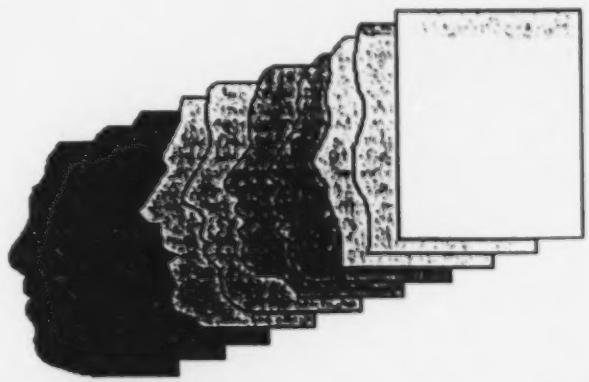
*develop leadership.

*be challeged beyond the classroom.

*be motivated through hands-on experiences.

*learn more relevant lessons, not merely information.

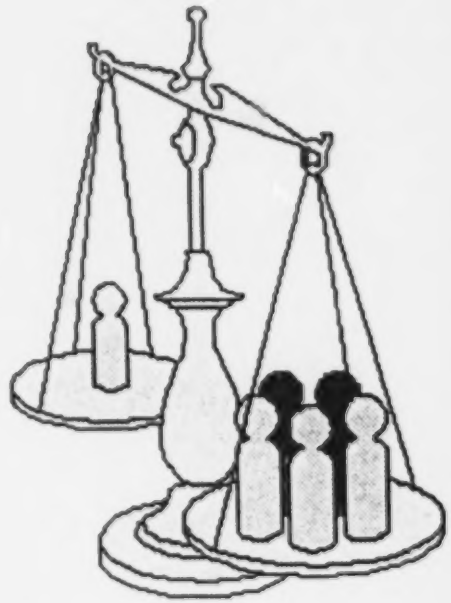
*express themselves creatively and artistically.



Des Moines Public Schools

presents

# The Gifted/Talented Outdoor Adventure Camp



## Taking A Stand

July 28 - August 2
1996

APPENDIX E

**The Des Moines Public Schools**

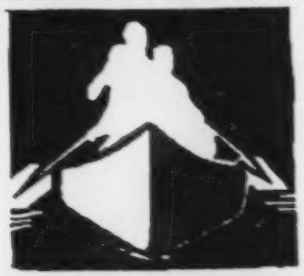
**Gifted/Talented Program presents**

# Outdoor Adventure Camp 1996

**Sunday, July 28 - Friday, August 2**

**Located in the Iowa 4-H Education and Natural Resource Center**
**Madrid, Iowa**

Our program brings together students entering their 7th, 8th or 9th grade years to a unique environment for learning. The Iowa 4-H Camping Center is located in an upland forest area near the Des Moines river valley in central Iowa. This camp combines the beauty of nature and some of the most innovative activities designed to develop the characteristics that will encourage these students to become the leaders of tomorrow. The 4-H center provides many traditional activities, that the camp experience wouldn't be the same without. The facilities include: cabins, showers, swimming pool, canoeing, rappelling, fishing, plus the sun, wind, sky, and a thousand acres of trees and hiking trails.





**Questions?**
**Call Des Moines Public Schools Gifted/Talented office at 242-7856**

**The Program:**

The DMPS outdoor adventure camp, celebrating its fifteenth year, offers a unique experience for potentially gifted/talented young people by some of the most enthusiastic educators anywhere. We believe that learning is a life-long passion. Our camp counselors are full-time professional educators who take time out of their summer to be apart of this camp. They are the best in their fields, bringing all their skills and resources to create original activities that spark ones potential. Although these individuals are teachers, they also develop relationships with campers as mentors and friends. Our philosophy is based on student involvement. The activities students find themselves in are interdisciplinary and connect to many aspects of academics and society. We feel that "motivating" and "challenging" the learner is the goal of gifted education.

## Typical day?

Finally, one may ask, "What's a typical day like at your camp?" Although no day, is typical this may be representative of a day at camp:
Morning- Rise and shine, breakfast, cleanup, Hands on interdisciplinary educational activity related to: math, science, arts, leadership, or humanities.
Afternoon- Lunch and cleanup, "discovery activities: rappelling, archery, fishing, teams course, trap shooting, capture the flag, hiking and a swim.
Evening- Dinner and cleanup, cabin time, work on projects, night hikes, campfire, and lights out.

**"Each day is carefully planned to provide the optimum learning experience."**

## Taking a Stand

Each year we select a "theme" that provides us with an platform through which we can facilitate the objectives for that year's camp. This year our theme will focus on the individual or historical events that allowed individuals to "take a stand." Change has occurred repeatedly throughout history when individuals, as parts of groups or movements, have taken a stand to encourage change in their communities, societies, nations or the world. We will explore how individuals, groups, or movements effect change in social policy, politics, rights, and foreign relations. Social reform within communities, societies, and nations has often been realized in response to efforts of individuals that have agitated for reform through various means, including social protest, demonstrations, and the legal system. What kind of tactics help individuals to enlist others in their cause and how successful are they? These and other questions will be addressed through the weeks "interdisciplinary" approach.

## Continuing Support

The following institutions contribute to our program to make it the best possible:
The Des Moines Chapter Izaak Walton League and the Des Moines Public Schools Gifted/Talented program.



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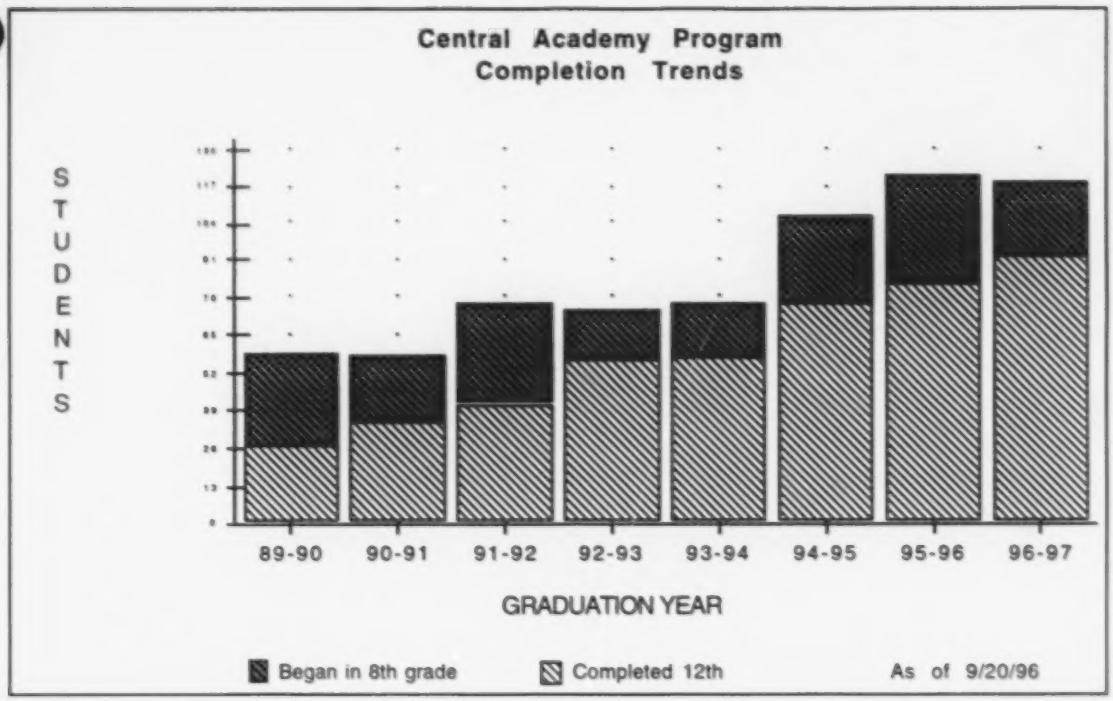
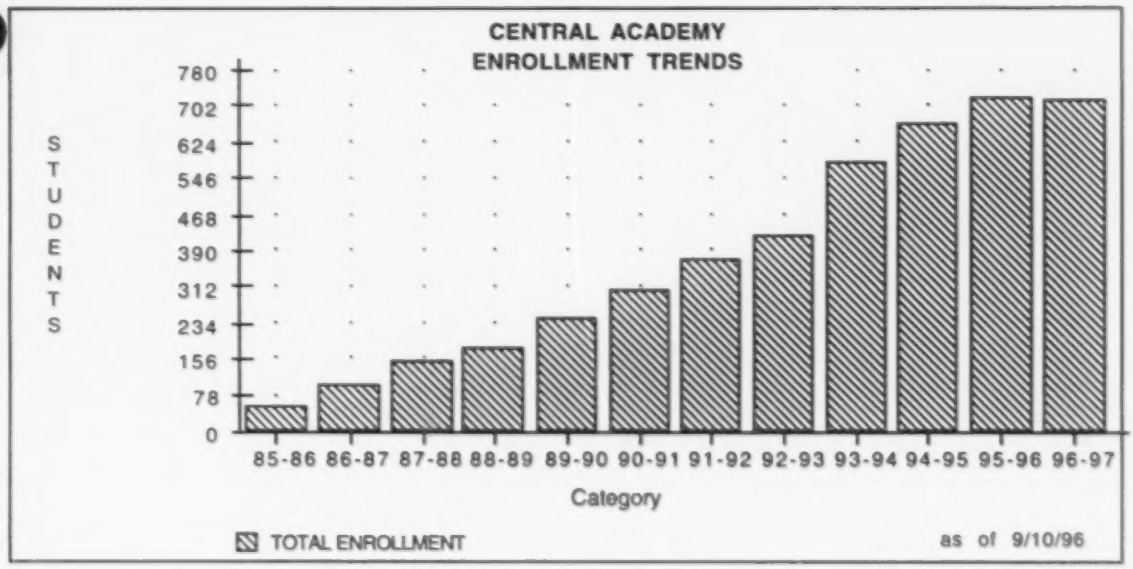
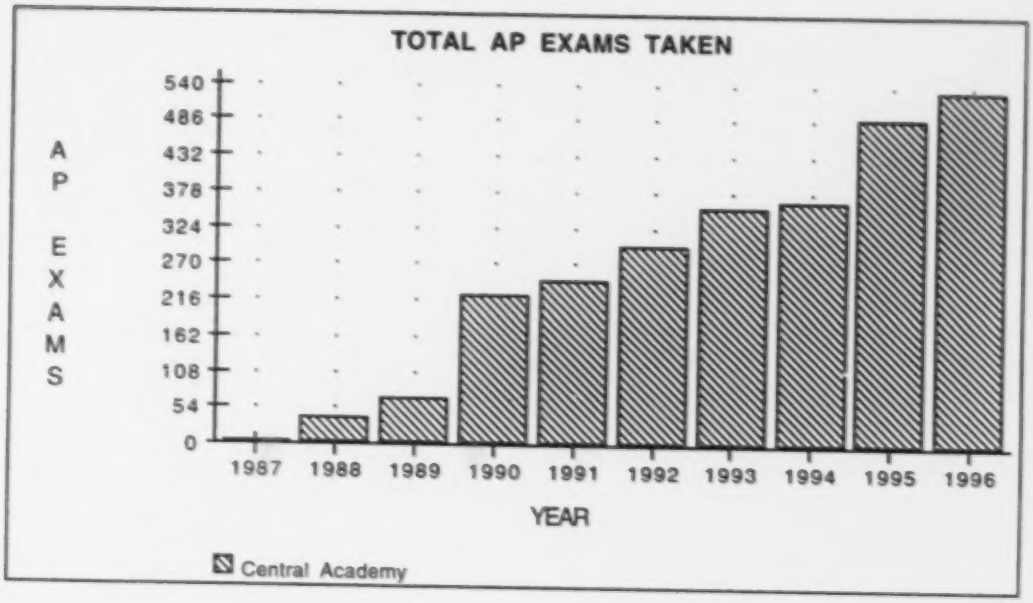
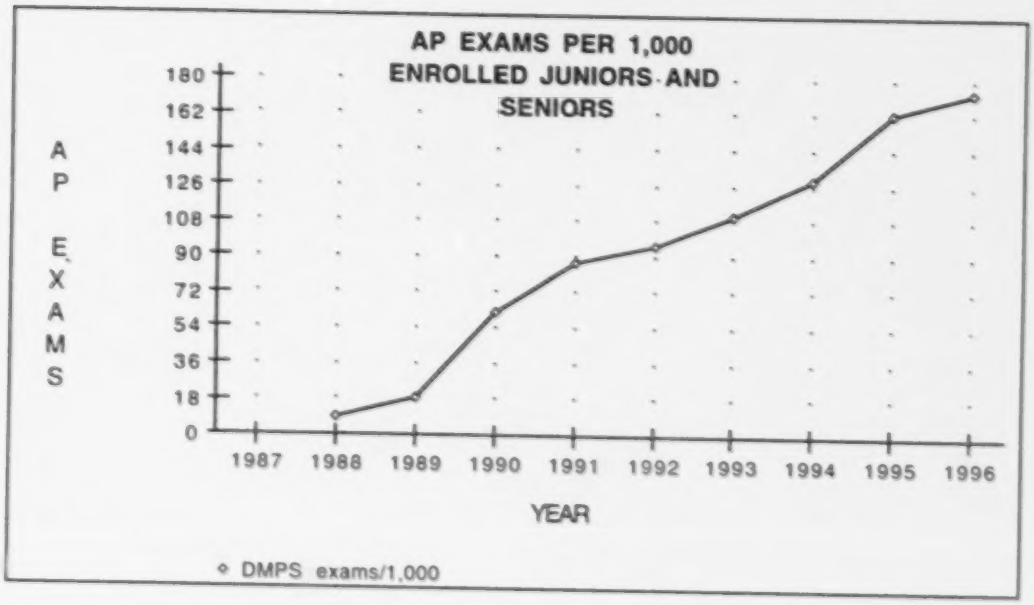

Central Academy Program
Completion Trends
STUDENTS
89-90
90-91
91-92
92-93
93-94
94-95
95-96
96-97
GRADUATION YEAR
Began in 8th grade
Completed 12th
As of 9/20/96


CENTRAL ACADEMY
ENROLLMENT TRENDS
STUDENTS
780
702
624
546
468
390
312
234
156
78
0
85-86 86-87 87-88 88-89 89-90 90-91 91-92 92-93 93-94 94-95 95-96 96-97
Category
TOTAL ENROLLMENT
as of 9/10/96

APPENDIX F


TOTAL AP EXAMS TAKEN
AP EXAMS
540
486
432
378
324
270
216
162
108
54
0
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
YEAR
Central Academy


AP EXAMS PER 1,000 ENROLLED JUNIORS AND SENIORS
AP EXAMS
180
162
144
126
108
90
72
54
36
18
0
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
YEAR
DMPS exams/1,000

APPENDIX F